DOCUMENT RESUME

ED 246 198 CE 039 177

AUTHOR Moore, Lawrence H.; Jackson, Sharon
TITLE Adult Basic Education. The Kentucky Experience.
INSTITUTION Murray State Univ., KY. Office of Extended Education.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort. Div. of Adult Education.
PUB DATE Jun 84
NOTE 145p.; Prepared in conjunction with the Training Manual Advisory Committee.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Learning; *Adult Programs; *Adult Students; Basic Skills; *Classroom Techniques; Educational Diagnosis; Educational Objectives; Educational Strategies; Educational Testing; Employment Potential; Enrollment; Guidelines; Informal Assessment; Inservice Teacher Education; Instructional Materials; Interviews; Job Skills; Mathematics Skills; Postsecondary Education; Program Evaluation; *Program Implementation; Reading Skills; Records (Forms); State Programs; Student Characteristics; Student Evaluation; Student Recruitment; *Teaching Methods
IDENTIFIERS 310 Project; *Kentucky

ABSTRACT

This manual is intended for use in training new and first-year adult basic education (ABE) teachers in Kentucky. Discussed in the introductory chapter are the roots of ABE in Kentucky, the basic goals and objectives of ABE, and the ways in which programs are established and operated locally. Next, the characteristics of adult students are examined. Addressed in the remaining chapters of the manual are the following aspects of developing and implementing an ABE program: recruitment; enrollment; interviews; assessment, diagnosis, and prescription; evaluation; disengagement; reading and mathematics; materials in ABE; and employability skills. Appendixes to the guide contain various forms for use in administering an ABE program, a troubleshooter sheet, a list of ABE publishers, a special adult census report, the PERC Auditory Discrimination Test, a sample passage from the Slosson Oral Reading Test, an ABE case study, an application and practice form for the General Educational Development (GED) Test, a table of Kentucky poverty levels organized by county, procedures for diagnosing learning problems, a list of learning disabilities resources, and a sheet of test-taking tips. Concluding the manual is a bibliography on ABE. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246198

ADULT BASIC EDUCATION
THE KENTUCKY EXPERIENCE

by

Lawrence H. Moore
Adult Education Coordinator
Office of Extended Education
Murray State University
Murray, Kentucky 42071

in conjunction with

Sharon Jackson
Adult Education Coordinator
Morehead State University
Morehead, Kentucky

and

The Training Manual Advisory Committee

June 1984

This project was conducted pursuant to a grant received from the Division of Adult Education, State Department of Education, Commonwealth of Kentucky, as a part of the Adult Education Act of 1966, Section 310, as amended. The statements or contents of this product do not necessarily reflect the views or policies of the Division of Adult Education, State Department of Education, Commonwealth of Kentucky.

CE039 177

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Training Manual Advisory Committee

Kentucky Department of Education
Division of Adult and Community Education
Frankfort, Kentucky

Ms. Sharon Darling - Director
Ms. Fonda Butler - Assistant Director
Dr. B. Glen Davis - Program Manager, ABE
Mr. Harry "Gippy" Graham - Program Manager, Community Education
Mr. Harry Baker - Area Supervisor
Ms. Karla Gibbs - Area Supervisor
Mr. Harlan Stubbs - Area Supervisor

Kentucky Adult Educators

Jewell Calvert
ABE Supervisor
Scottsville

Bob Davenport
ABE Teacher
Lebanon

Ann Driver
ABE Teacher
Mayfield

Betty Douglas
Paraprofessional
Shelbyville

David Faulkner
ABE Teacher
Hopkinsville

Joan Flanery
Learning Center
Ashland

Janice Hensley
ABE Teacher
Calvert City

Jean Lewis
ABE Teacher
Cynthiana

Connie Schwein
ABE Teacher
Lexington

Marlene Scott
Learning Center
Elizabethtown

Buell Snyder
Supervisor
Louisville

TABLE OF CONTENTS

PREFACE i
  Overview i
  Kentucky ABE Learning Process ii
  Preface Note vi

Chapter I. INTRODUCTION 1
  Kentucky ABE Roots 2
  Getting a Grasp on ABE 3
  From Moonlight to Daylight 5
  How Programs are Established and Operated Locally 8

Chapter II. CHARACTERISTICS OF ADULT STUDENTS 9
  Population 10
  Who Are Target Population? 10
  Kentucky Target Populations 11
  Kentucky Demand Population 12
  What Are ABE Students Like? 13
  Similarities 14
  The Level I Student 17
  The Level II Student 18
  Least Educated, Most in Need 18
  The Learning Disabled Adult 20

Chapter III. RECRUITMENT 25
  Developing a Recruiting Plan 26
  Strategies for Recruiting 28

Chapter IV. ENROLLMENT 37
  Enrollment in ABE Programs 38
  Master Code List 41
  Local Enrollment Form 42

Chapter V. INTERVIEW 43
  The Interview 44
  Interview Model 45

Chapter VI. ASSESSMENT, DIAGNOSIS, PRESCRIPTION 48
  Slosson Oral Reading Test 51
  T.A.B.E. 52
  GED Practice Test 53

Chapter VII. EVALUATION 54
  Student Progress 57
  Program Accomplishments 59
  ABE Teacher Evaluation 59

Chapter VIII. DISENGAGEMENT 62
Group Disengagement 65
For the Individual 66
For the Program 66
For the Schools 67
For Adult Basic Educators 67

Chapter IX. READING AND MATHEMATICS 69
Teaching Reading 70
Language Experience 73
Teaching Mathematics 76
The Dollar 77

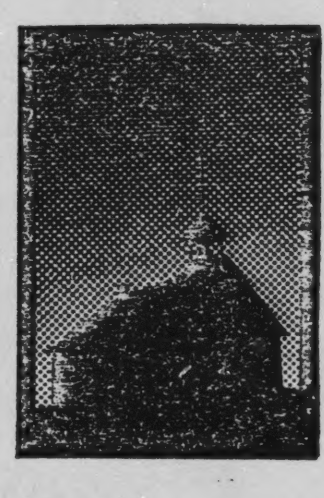
Chapter X. MATERIALS IN ABE 78

Chapter XI. EMPLOYABILITY SKILLS 81
Areas of Concern 83

Chapter XII. CLOSING THOUGHTS 86
Planning the Final Night 87
A Thought on Methods 89
Other Problems and Possible Solutions 92
Final Note 94

Appendix A. Enrollment Forms 96
Appendix B. Student Income Statistics 98
Appendix C. Separation Form 99
Appendix D. Trouble-Shooter Sheet 101
Appendix E. Student Personal Data Folder 103
Appendix F. ABE Publishers 105
Appendix G. Special Adult Census Report 106
Appendix H. PERC Auditory Discrimination Test 109
Appendix I. Slosson Oral Reading Test (sample) 110
Appendix J. GED Test Application 112
Appendix K. ABE Case Study 114
Appendix L. Monthly Report AE-3 115
Appendix M. GED Practice Test Form 116
Appendix N. Answers A 117
Appendix O. Answers B 118
Appendix P. Dantes' Scores Letter 119
Appendix Q. Kentucky Poverty Levels 120
Appendix R. Diagnosing Learning Problems 122
Appendix S. Learning Disabilities Resources 123
Appendix T. Test-Taking Tips 124

Bibliography 125



PREFACE

PREFACE

In 1981, Adult Basic Education (ABE) programs which are funded by federal and state funds faced a critical test. At a time when federal funds were being withheld from numerous programs in education, a breath of fresh life was breathed into the Adult Education Act when Congress extended federal funds to state ABE programs through 1984 at $100,000,000 a year.

The reasons behind this resurrection and expansion of funds are statistical. Too many statistics indicate that functional reading and mathematics levels of adults are low. One of every five American adults is said to be unable to read and compute at basic levels. Built within this illiteracy rate are accompanying unemployment, low-paying menial employment, and most drastic of all, a tragic loss of self-esteem and sense of self-worth. The total number of functionally illiterate adults in the United States is estimated at 25,000,000 persons between the ages of 18 and 65.

Between 35% and 45% of the adults over age 25 in the United States have not completed high school. In a nation which is able to boast of scientific achievements, advances in space exploration, and of improving communications technologies, the need to reach and teach the adult learner becomes more important with each technological advance.

Rather than being caught up in the fatal trap of placing blame, of pointing fingers, and judging supposed shortcomings of educational systems, Adult Basic Education programs hold the unique promise for alleviating the problem. ABE is the solution, even with austere funding. Teachers, home-bound instructors, learning center coordinators, volunteers, directors, and supervisors abound with seemingly endless creative energies in attracting and teaching adults looking for the "second chance" or a "last gamble" in education.

With the above challenges in mind, a warm welcome is extended to you from the fascinating field of Adult Basic Education. As you progress through this handbook continually place emphasis on the word "basic." In context with programs for adults, the word takes on a special meaning.

THE KENTUCKY ABE LEARNING PROCESS

What is the best way to teach adults? An answer to this question is that there is no "best" way, but certain methods and approaches are recommended. In Kentucky, individually prescribed instruction (IPI) is a recommended process to employ as you plan to teach, to assist, and to help your adult learners. Generally, ABE teachers have found that individually prescribed instruction is more effective in meeting the various and diverse needs of adults. For instance, if a class of ten adult students were to meet one evening, two might be studying for the GED, two might learn how to read at the first grade level, one may be studying for a Kentucky driver's license, one may be experimenting with learning in general, and another might want help with filling out a short-form income tax report. In addition, two students might be studying to pass the U.S. citizenship test. How is that for diversity in a classroom? The development of a single comprehensive lesson plan to cover the variety of student learning goals would be difficult, if not impossible.

The appeal of the individually prescribed instruction process is strong for the student. The focus is on the student's needs and not on a group or class goal. It permits learners to study at their own pace and to concentrate on one task at a time. In a way, individually prescribed instruction creates a new role for the ABE teacher that of becoming a facilitator of learning rather than a teacher of content.

In its most inclusive form, the individually prescribed instruction process in ABE programs begins with recruitment and ends with disengagement.

A list of phases is:

1. Recruitment
2. Enrollment
3. Interview
4. Diagnosis
5. Prescription
6. Progress Check
7. Evaluation
8. Disengagement

This sequence of individually prescribed instruction is not meant to be followed exactly as listed. Many an adult educator will disagree, for example, with the interview phase being conducted after the enrollment phase. Instead, they say the interview should be done first, to determine whether or not the student is eligible to enroll. An adult enrolling in an ABE class must be age 16 or older and not now in school. Also, during the interview or enrollment session, a good understanding of what the ABE class can accomplish should be compared with the student's goal. If the goal of the student, for example, is to learn Arabic, and the teacher cannot teach Arabic, then enrollment should be avoided.

Group instruction can be used in individually prescribed instruction. If a group of students all want to brush up on the same subject, such as percentage and decimals in math, then common sense would guide the teacher to use a group method of instruction. At this point, a general lesson plan covering a specific content of learning would be helpful...but not especially necessary.

Some major parts of each of the sequential phases of individually prescribed instruction are:

I. Recruitment

Recruiting includes the actions taken to attract adult students to enroll in ABE classes. "Word of Mouth" is considered to be the best recruiting technique. Other techniques are: pamphlets, posters, fliers, radio and TV spot announcements, door-to-door canvassing and volunteer recruiters.

II. Enrollment

Regardless of how the potential adult student learns about the ABE program, the enrollment phase of IPI includes counseling, assessment as to age and eligibility, and formal entry to the ABE class. Since the classes are mostly open entry/open exit, students may enroll or leave at any time during the program year.

III. Interview

During the interview, the ABE teacher attempts to determine if the program offerings can meet the learning needs of the student, uses information obtained during conversation to decide on levels of diagnosis, and completes the forms and folders.

IV. Diagnosis

Normally, assessment is initiated during the interview, and the selection of tests is made based on an impression of the student's ability to read and follow printed directions such as the enrollment form.

After tests have been completed, the ABE teacher evaluates the strengths and weaknesses (or areas needing improvement) to determine what specific levels or materials the student should begin to study.

V. Prescription

Just as doctor offices write prescriptions for medicine, the ABE teacher develops a plan for the student to follow. This plan, or prescription, outlines the books, chapters, pages, and exercises the student should work on in pursuit of his or her objectives.

VI. Progress Check

This phase of IPI includes interim testing and help-as-requested. Students will want to know how they are doing, and a battery of tests helps with this measurement.

VII. Evaluation

Depending on the student's learning objectives, evaluation eventually reaches a point of providing guidance and advice as to whether to apply for permission to test on the GED, take the written driver's license test, or recommended actions for further studies and preparation.

VIII. Disengagement

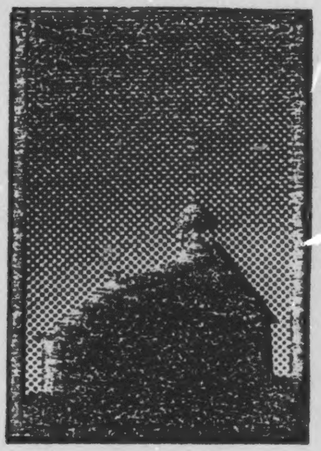
Once the student has met her or his personal educational goals, a process labelled "disengagement" is begun. For a majority of the students, this process is simply wishing them "good luck" as they leave. For others, though, additional assistance, referral to another agency, or continued and gradual declining help may be the answer. The key emphasis with disengagement is based on the belief that the student has achieved a level of independence which requires no additional assistance for the ABE teacher.

PREFACE NOTE

ABE promises challenge, satisfaction, and an immediate sense of accomplishment for the educator as well as the adult student. The challenges are found in the variety of subjects, the mixed levels of individual abilities, and the multitude of materials. The satisfaction is found in the students' motivations, and the adult peer influences on desires to learn. A sense of accomplishment is located in snatches of success; a student learning to write his name for the first time, a housewife gaining entry to the job market for the first time in years, or the improved student self-esteem apparent in dress, mannerisms, and speech. ABE teachers also experience personal growth in this adult world of learning. The process of education becomes a two-way street with the teacher learning and the student teaching.

If you are a novice to the Adult Basic Education field, prepare yourself! Whether you are a newly certified educator, a volunteer, an aide or an experienced elementary or secondary teacher, you are about to enter an unusual education program - an arena of diversity. The wide variety of subjects, topics, the human interactions, and the program flexibility create a learning atmosphere outside the traditional education experience.

CHAPTER
I



INTRODUCTION TO ABE

AN INTRODUCTION TO ABE

In 1983, the Kentucky ABE programs employed over 600 adult educators. ABE teachers, learning center personnel, and paraprofessionals enrolled and taught over 23,000 adults. These educators were assisted by more than 200 volunteer reading tutors who taught basic literacy skills to adults. A logical question accompanying these impressive program numbers is "Where did all of the energy involved in conducting these programs begin?" This chapter briefly explores the history of ABE as it applies to Kentucky.

KENTUCKY ABE ROOTS

Imagine what an effort going to school would be like if you wanted to learn to read, "cipher," and "number," but had to attend special classes for adults only on nights when the moon was bright enough for you to find your way across mountain paths and hollows to get to the local evening class.

Such were the beginnings of the adult basic education (ABE) programs in the United States. Early efforts in Kentucky eventually led to the establishment of a national program and the enactment of federal legislation and funding in 1966 to establish programs for adults who sought assistance in basic learning.

In 1911, in the Appalachia mountain region of Kentucky, Cora W. Stewart was instrumental in establishing a program which helped adults overcome illiteracy. She is credited as a major influence whose actions led to the establishment of not only the current Kentucky ABE program, but also the nationally federally funded program - the Adult Education Act of and now is situated on the Morehead State University campus. A photograph of the school building was used for the cover of this handbook. The plaque depicting the schoolhouse as a Kentucky Historical Society site reads:

> "MOONLIGHT SCHOOLS"
>
> Established in Rowan County, Ky., in 1911 by Mrs. Cora W. Stewart, "to emancipate from illiteracy those enslaved in its bondage. Because the people had to labor by day it was decided to have the schools on moonlight nights so the moon could light the way. The schools were taught by volunteer teachers. Movement soon spread nationally and internationally."

It is fitting that Kentucky has strong roots in the ABE movement. It is also ironic, because the need for ABE programs continues in the Commonwealth of Kentucky. Over 47% of Kentucky's adults, age 25 and over, have not yet completed high school or its equivalent.

GETTING A GRASP ON ABE

Many adult basic educators have difficulty with understanding the difference between Adult Education and Adult Basic Education. One way to grasp a difference is to focus on the word "basic". This single word "basic" points to a level of learning which is normally below the level attained upon completion of high school. An understanding of this performance standard, learning for the eventual completion of secondary school credentials, provides guidance in developing the curriculum used in ABE programs. In ABE, students pursue education which enables them to demonstrate abilities normally associated with those abilities of high school graduates.

But, how does Adult Basic Education differ from Adult Education? The term Adult Education is used to describe a broad and varied field in which adults seek new or improved knowledge and skills. Examples of Adult Education can be found in business and industry, vocational schools, religious education, learning for acquiring or improving hobby skills or leisure learning, or just about any kind of adult learning outside the traditional school and college experience.

The above generalization in defining adult education has caused, and probably will continue to create, differences between educators. The "jury is still out" on a final definition. One way of defining adult education is to simply decide that adult education seems to be what most traditional educational programs are not.

Adult Basic Education, on the other hand, is more specific, and as a field of endeavor, fits under the broad umbrella of adult education. Adult Basic Education is defined in the Standard Terminology for Instruction in Local and State School Systems as:

> Instruction in communicative, computational, and social skills for adults whose inability to effectively use these skills substantially impairs their getting or retaining employment commensurate with their real ability, in order to lessen or eliminate such inability, raise their level of education , and enable them to become more productive and responsible citizens. This usually is considered to include instruction for adults whose educational attainment level is below the high school level.

What the definition means to ABE teachers is that the content of ABE programs is not necessarily limited to studying for the "GED". It means that any learning, including learning to read, to compute, or to communicate, can be taught to adults who enroll in ABE programs. Some examples of topics which have been taught to adults include:

(1) Preparing for a driver's license test

(2) Filling out the short income tax form

(3) Learning to use the metric system of measurement

(4) Practicing a job interview

(5) Learning to write one's name

(6) Preparing for the Armed Services Vocational Aptitude Battery (ASVAB)

(7) Getting work

(8) Registering to vote.

The above list provides just a sample of the variety of topics and student goals in ABE programs. A current example of changes in society which could activate a new need for learning in ABE programs is the growing use of microcomputers. If predictions concerning a substantial increase in the use of home computers, and a requirement for computer skills at work become accepted reality, ABE teachers could find themselves teaching introduction classes on computers to adults who have need of new knowledge in order to compete with other adults who have more formal education. In fact, as this chapter is being written, some investigations are being made in using computers to teach basic skills to adults...as well as to children in elementary schools.

FROM MOONLIGHT TO DAYLIGHT

From modest beginnings in Eastern Kentucky mountain areas, adult basic education programs have evolved into a variety of delivery systems, or ways to reach and teach adults. For example, some larger states have established Adult High Schools to serve large populations of adults. Many ABE classes are conducted in industrial factories or in the work setting. Literacy programs may exist in churches, schools, community centers, and in other congregational locations. This move from operating classes in the evening to operating programs throughout the day and into the evening reflect the expanding scope of ABE efforts.

In Kentucky, ABE programs are delivered in three major ways, and are supported by other learning systems. The major systems are:

1. ABE Classes
2. Adult Learning Centers
3. Home Instruction.

These three delivery systems support and are supported by Kentucky Educational Television (KET). Programs such as the General Educational Development Series and "Another Page" can supplement ABE classroom instruction. The GED series consists of 34 half-hour programs which help adults prepare for the GED test. The series "Another Page" consists of 15 half-hour programs designed to provide reading skill instruction and practice in reading for adults who are not quite ready for the GED.

The number of volunteers who teach adults how to read is increasing. Many volunteers work with ABE faculty and serve to extend and expand the ABE program. In fact, a special demonstration project, the Jefferson County Adult Reading Program (JCARP), has been recognized both within the state and nationally for its excellence in training and using volunteers to tutor low-level adults who wish to learn to read. Other volunteer programs have been established throughout Kentucky and a program for continued and expanded volunteer programs has been implemented.

This expansion of programs, and the addition of increased attention to adult illiteracy is a logical development of federal programs. As has been written in this chapter, Kentuckians can point to 1911 for ABE roots. In the 1960's, however, the role of the federal government as a funding agency became significant when legislators realized that adults have life-skill needs beyond learning to read or passing the GED test battery. Four specific events in federal legislation point out the increased focus of Adult Basic Education:

1962 - Manpower Development and Training Act (MDTA)
1963 - Vocational Education Act
1964 - Economic Opportunity Act
1966 - Adult Education Act.

One can look at the 1962 MDTA legislation and find contemporary programs, such as the recently expired Comprehensive Employment and Training Act (CETA), which has become a new jobs program entitled the Job Training Partnership Act (JTPA). All of these legislative actions point to a continuing need in assisting adults as they attempt to cope with changes in life.

So, what does all this information mean to an ABE teacher? It can mean that ABE is not restricted to helping adults pass the General Educational Development (GED) test. It can mean that the classroom will become an active and exciting place to learn, since no single lesson plan could be developed to cover the variety of learning needs that a group of adult students will have. It does mean that basic education includes more than learning to read or to write. It does mean that basic education includes learning practical and functional skills such as: using the dictionary, using the telephone book, applying for benefits, voting, and improving one's health and the health of one's family. It means that the traditional approach of developing a unit plan, lesson plans, adopting a textbook, and teaching content become, instead, a method of individualizing learning. A single group of adults could be working on a variety of subjects and content at the same time. The major message which summarizes ABE goals is that the programs exist to meet the educational needs of adult students. Since the needs can vary, and most often do, the concept of adult basic education becomes an exciting, interesting, and challenging assignment.

HOW PROGRAMS ARE ESTABLISHED AND OPERATED LOCALLY

Money is needed to establish and operate ABE programs. The federal government, through the Adult Education Act, provides funding for the majority of the costs associated with Adult Basic Education. Each state which has an active ABE program must contribute at least 10% of the money used to conduct programs. When the funds are received by Kentucky, local school districts and other agencies are invited to submit an annual program proposal which requests funds to conduct ABE programs. Depending on the amount of money requested to conduct local ABE programs, the availability of funds in combined state and federal dollars, and the total number of proposals received, many of these applications are evaluated and approved and each selected school or agency then employs personnel to conduct the programs. And that process of applying for program funds is probably how you, as a new ABE teacher, came into contact with this guide.

KENTUCKY DEPARTMENT OF EDUCATION
DIVISION OF ADULT EDUCATION
PERSONNEL ROSTER

Ms. Sharon Darling	Director
Ms. Fonda Butler	Assistant Director
Dr. B. Glen Davis	Program Manager, Adult Basic Education
Mr. Gippy Graham	Program Manager, Community Education
Mr. Harlan Stubbs	Area Consultant
Mr. Harry Baker	Area Consultant
Ms. Karla Gibbs	Area Consultant

Mailing Address: Division of Adult Education
Capitol Plaza Tower, 17th Floor
Frankfort, Kentucky
Telephone: 502/564-3921

CHAPTER
II

CHARACTERISTICS OF ADULT STUDENTS

THE KENTUCKY ADULT BASIC EDUCATION STUDENT

From the general history in the preceding chapter, a logical step in learning more about ABE seems to be that of knowing something about the adult student in Kentucky. This chapter explores categories of learners, characteristics of adults, and strengths and weaknesses of the adult learner.

POPULATIONS

Two categories of adult populations come into focus when we compile descriptions, statistics, and characteristics of typical adult students. The populations are described as either a (1) target population or a (2) demand population. A target population is that group of adults who have been identified as able to benefit from the services in ABE programs. The program is targeted - aimed at - adults who have not completed high school. A more intense focus is placed on adults who have not completed the eighth grade, who are unable to read (illiterate), or who cannot read well enough to cope with daily problems and events (functionally illiterate). A demand population, on the other hand, is that group of adults who actually enroll, who use the ABE program in their self-education efforts. In a sense, they have displayed a demand for the ABE programs.

WHO ARE TARGET POPULATIONS?

First and foremost, an adult who is eligible to enroll in an ABE program must be at least 16 years of age. In addition to the age requirement, an adult must not be enrolled in public school at the same time that he or she enrolls in an ABE program. Although it would make sense to help anyone who wants to learn, we must remember that ABE programs are not in competition with public schools. Therefore, ABE programs should not be promoted in a manner which would appeal to students currently in high school. The aim of the ABE programs is not to create "drop-outs", but to help those who have discontinued their pursuit of education prior to high school completion credentials. You may, at times, counsel younger adult students by urging that they complete high school rather than attempt the ABE route to a high school equivalency.

KENTUCKY TARGET POPULATIONS

There are nearly one million adults in Kentucky who have not completed high school or its equivalent. The 1980 census shows that of 2,086,691 adults who are 25 years of age and older, 978,134 have not completed high school. Statistics on educational levels for adults between the ages of 16 and 25 were not available at the time of this printing. But, within the 25 years of age and older age group, 31% or 653,784 adults have not completed school beyond the eighth grade, and 16% or 324,350 adults have only completed between 9 and 11 years of school. For adults who are 25 years of age and older in Kentucky, 53% have completed high school. The remaining 47% represents the target population for ABE program efforts.

ABE program recruiting efforts for attracting the target population can be seen in Figure 1.

```
               ABE ENROLLMENTS SHOWN IN THOUSANDS
                              YEAR

1974  ********************
1975  *****************************
1976  ***************************
1977  ********************
1978  ************************
1979  ************************
1980  ************************************
1981  *****************************
1982  *****************************
         10   12  14  16  18  20  22  24  26  28  30
```

The numbers in the chart above indicate that the programs are rather successful in enrolling adults in programs. But a comparison of the enrollment numbers (demand populations) with the numbers of adults who are eligible to enroll (target populations) indicate that Kentucky ABE programs are reaching approximately 2% of those adults who could use assistance in completing their education to at least the level of high school. In order to reach and enroll the adult student, the key ingredient is a well planned, active, continuous, and aggressive recruiting effort.

KENTUCKY DEMAND POPULATIONS

The data that has been collected on 23,230 adults who enrolled in ABE programs last year (1982-83) provides some interesting descriptions and information which should be of some use to the ABE teacher.

First, we know that the adult student is more likely to be white (16,701) and female (nearly 60%), approximately 30 years of age, and living at or below the poverty level (74%). Student employment status is reported with 26% employed, 32% unemployed but not seeking employment, and 42% are looking for employment. Twelve percent (12%) were on welfare and/or public assistance.

Second, the statistics show most adult students learn about the ABE program from a friend or relative (30%) and that this method of recruitment far outdistances the next most often indicated method of learning about the ABE program - the newspaper (8.2%).

Third, the greatest number of enrollments are reported during the month of September. This is probably due to program start up and intensive recruiting efforts. Enrollments then begin a decline through December, but pick up again during January and continue a decline through May. The trend in enrollments is seen in the statistics for the school year 1982-83 in Figure 1.

ENROLLMENTS BY PERCENTAGE AND MONTH IN ABE PROGRAMS

```
MONTH

JULY      **********
AUGUST    ******
SEPTEMBER ************************
OCTOBER   *****************
NOVEMBER  ************
DECEMBER  ******
JANUARY   ****************
FEBRUARY  *************
MARCH     **********
APRIL     ******
MAY       ****
JUNE      *
  ----+---+---+---+---+---+---+---+---
              3   6   9   12  15  18  21  24  27
                          PERCENTAGE
```

WHAT ARE ABE STUDENTS LIKE?

New ABE teachers often ask what to expect on their first evening of ABE classes. The question is difficult to answer, and therefore a good question. But, when someone asks what to expect of students, they might also want to know what kind of structure should be built to provide a learning atmosphere in first class. In other words, the questions might really be "What should we do or be doing at the very beginning?" This question will be answered partially at least in the chapters on enrollment, assessment, and interviewing. Let's go back to the "what to expect" of students.

A danger exists in creating an expectation. A self-fulfilling prophecy can be created by expecting the adult student to be shy and withdrawn. If an ABE teacher were to expect their adults students to be shy and withdrawn, they might talk quietly and softly to them, and the adult students, in turn (whether they were shy or not), would respond quietly and softly. Therefore, the image of their shyness would be reinforced. The description and characteristics of the adult student must include a warning - we cannot allow ourselves to absolutely believe that the descriptions apply to all adult students. No one adult student is exactly like all other adult students. Some are shy. Some are also quite gregarious. Just like some are short and some are tall. And the contrasts between individuals could go on and on.

So what can a new ABE teacher expect when we talk about adult students? Are there some characteristics and descriptions that should be taken into consideration? And if so, how can this information help a teacher? An understanding of adults, their values, their aspirations, their goals and hopes, and their motivations is valuable. The more ABE teachers know about their students, the more they may be able to help.

SIMILARITIES

The adult student must be 16 years of age or older. Some may be 98 years of age! Or older! Probably more females than males will enroll in your class, since the majority of enrollments has been predominately female. The reason that the student enrolls is worth consideration too. Some enroll to keep jobs, find jobs, or earn promotions. Others enroll to prove to themselves that they can earn the GED. Some may come to your class to learn about passing the Kentucky driver's written test or to get some help in filling out their income tax forms.

Generally, some characteristics of students can be anticipated. The amount of money they earn is likely to be minimum wage, near or below poverty levels. They have probably been out of school for eleven years, and those who are seeking the GED credential have probably completed approximately 10 years of formal school. Some studies suggest that the adult student in ABE programs have low self-esteem and low self-confidence. The message written on the main entrance to the Adult Learning Center at Murray State University reads:

"We specialize in teaching self-confidence"

and points out what ABE programs are all about. As a student goes through the ABE curriculum in pursuit of their varied goals, they probably learn to have more confidence in themselves. They also learn a lot about taking tests, and have reinforced or rebuilt the habit of studying for specific purposes.

On a more positive note, the adult student brings a lot of potential to add to your experience in education. They bring, for instance, more maturity than students in secondary schools. This maturity and readiness to learn creates an ideal educational atmosphere for both learner and teacher. Their experiences at work, in travel, and in living bring a rich variety of backgrounds to your class. Malcolm Knowles, a well-known adult educator, labels the motivation of the adult students as the "teachable moment". This means that the time for learning is at its peak. The adult has realized that he or she needs to know something and has sought a resource for achieving that goal.

From here, the similarities begin to separate. The health of some adult students may be poor, in need of diagnosis and treatment. If an adult is living at or below the poverty level, the health status is of concern. People who have meager income are not prone to schedule and subject themselves to physical examinations. They may be aware of needing help with their vision, but may not admit it to themselves. Poverty and poor health are partners, in the same sense that unemployment and low education levels systematically show up on social charts as common associates.

Does it help to know something about the health of the adult student? Will knowing that someone has trouble with vision be of use to the ABE teacher? If the ABE teacher knows something about income levels of students, can that knowledge be used in helping the adult learn? Are negative or positive attitudes shaped by life situations? Can middle class values, such as planning for the future, be a threat to an adult who has continuously experienced unemployment, low educational skills, or poor health?

The answers should be "yes" to all of the above. Some negative aspects must be taken into consideration by the ABE teacher who is attempting to provide an educational experience which will build self-confidence and - in a sense "hope" - in the student. Although ABE teachers cannot do very much about a student's income level, or much about their health status, something can be done about their educational levels of competence. And that building of skills is a least a start to breaking a cycle of hopelessness. Something must be interruptive of a continuous cycle of disadvantaged existence. And that something is education. It is not a guarantee, but it is a beginning of a promise to a better life.

Other general characteristics can be used to understand the adult student. The older student, for instance, may have difficulty with vision and hearing. They also may take longer to learn and may work at a slower rate than the younger student. Patience and understanding will go a long way to helping the older adult. Motor skills, manual dexterity, and fine assembling are also a difficult task for many older adults because of the combination of physical deterioration affecting them. It does not mean, however, that older adults cannot learn.

If you have not taught an ABE class, your expectations of adult students have probably been skewed toward the established stereo-type of the disadvantaged adult. Most visitors depict the adult student as afraid, apprehensive, disadvantaged, functionally illiterate, lacking self-confidence and/or possessing a low self-esteem. For some of your students, portions of the above description may apply.

ABE has been accused, in a 1975 Government Accounting Office audit, of not reaching the least educated and the most needy adults. Some writers define ABE as a "creaming" operation, which attracts the more capable adult who merely needs a brief refresher before taking and successfully completing the GED.

In light of the conflict between the characteristics of the disadvantaged adult and that of the GAO audit, this chapter explores the four distinct types of adult students who enroll in ABE programs.

THE LEVEL I STUDENT

The level I student is an adult who is functioning at the 8th grade level or lower. This functional level is determined by the assessment tool or entry test scores for the ABE program. It is not the years of formal school completed. Many ABE entry tests indicate that adult students seldom function at the equivalent of formal school years attended. Normally the years of formal school completed by the Level I student are higher than their functional level. Depending on assessment scores achieved by the student, an assumption can be made about their individual experiences; the lower the score, the more negative the formal school experiences. The lower the score, the greater the feeling of worthlessness and low self-esteem. One student brought this self-perception problem to light when she stated "I just knew that everyone in the room could somehow tell I hadn't completed high school." Personal awareness of having fallen short of the "normal" school experience carried all kinds of self-esteem problems.

The Level II Student

The level II student is another distinct type of student. This level is indicated in annual reports and ABE class definitions as those adults who are functioning at the 9th grade level or higher. Again, this level is determined by the scores of the entry test. The functional level in this case is normally higher than the years of formal education, probably due to a reading habit or personal feeling of self-worth. Because of the higher functional level, this student normally requires some brushup work in mathematics, some familiarity with testing, and a little boost in self-confidence.

Least Educated, Most in Need

The third type student has recently been identified as the "Least Educated, Most in Need." This label indicates that the person is functioning at or below the 8th grade level in reading and mathematics, and is living at or below the poverty level. Poverty levels, indicated by annual income, are established by each state. A good source for specific information about these levels is the State Department of Human Resources, or the State Department of Commerce. The least educated, most in need adult is the example of the true target population of the ABE recruitment efforts. A cycle of hopelessness, poverty, and negativism becomes rooted in the person, who really feels that the only luck he or she has is bad luck.

A continuously low income creates anti-social values and a loss of hope for better living conditions. A simple life of manual labor, and reduced access to education, may cause self-isolation. This probably is true in the more populated areas. Since the poverty stricken coincide with low educational abilities, they seldom take part in activities out of the neighborhood. Like the physics law of water seeking its own level, adults with the difficulties outlined here seldom seek wider circles of social activities. Instead, with the security of people like themselves (aren't we all like that to some degree) the opportunity for achievement, for personal progress, and for breaking out of the cycle is somewhat lessened.

An on the job the poverty-locked adult feels little strength in bargaining power, and is the most easily replaced worker. Training is difficult to obtain, and the educational skills for learning this training often do not exist within the individual. Often, the belief that these skills are non-existent restrict a risky entry into vocational training.

With the least educated, most-in-need adult needs are more immediate, more present oriented than future oriented. The drive in self-improvement is material and is now - not tomorrow.

Faced with the diversity within the student population, the ABE teacher meets a formidable challenge. How does one teach a group with so many facets?

Nationally, the adult population which has need of the ABE classes has been estimated at twenty-five million adults. The number was arrived at through a careful, thorough study by the University of Texas at Austin, and is more well-known as the Adult Performance Level (APL) study (1970). According to the study, more than 20% of the adult population of the United States is functionally illiterate. It is shocking, when you put these percentages and numbers into perspective. One of every five persons you pass on the street today is likely to be a functionally illiterate person.

For administrative purposes, the descriptions of the Level I, Level II, and Least Educated, Most in Need adults are normally reported through monthly reports to your supervisor who in turn transmits them to the state for compilation into the annual state report. This annual report then goes to the U.S. Department of Education, Washington, D. C. for a national report of the status of Adult Education.

The Learning Disabled Adult (LD)

The LD adult is a more recent definition, and will be readily recognized by experienced ABE teachers. The student physically appears normal, but something seems to be wrong. In one class they may be able to comprehend a task, and in the following class have little or no recall of the specifics recently taught. In one such instance, a young man was regular in attendance, highly motivated, and a hard worker with his studies. However, the fourth time he was taught to add six two-digit numbers, which involved the carry up and to the left operation of addition he acted as if it was the first time he had tried it. No amount of instruction seemed to help. In asking him to orally read a passage at the fourth grade level, he started out well and in about thirty seconds, he complained that the middle letters of the longer words were missing.

Intensive testing, vision screening, auditory perception, tracing and copying samples of squares, triangles, etc. did not reveal any abnormalities. Yet something was wrong! He was a learning disabled adult. For math, by the way, he learned to cope with the basic operations by purchasing a small eight dollar pocket calculator and can effectively use the tool in his math problems. However, he may never pass the GED - which, by the way, was not his immediate goal.

The above example is used to provide a more concrete picture of the LD adult. They are adults who, even in the more mature years, experience great difficulty in learning to read, write, spell and compute. They may have been labeled as slow, dumb, retarded, and lazy during their formal school experiences.

Some startling research reveals the LD adult as possessing an average or higher than average I. Q. From the research, the U. S. Office of Education defines a learning disability as:

> a disorder in one or more of the basic processes involved in understanding or using spoken or written langugage in the presence of normal or above average intelligence.

The disability has been described as an interruption to the message the brain received in visual and auditory signals, with the interruption further affecting the motor problems involved with writing.

If you would like to experience a sample of a visual learning disability, read the following paragraph:

Noo nes eem edt ouuber staub hi sbro dlem

Somet inesh ec onbr eab nda the nh e monlb

see the morbs al lwixed pu. Thet eacher

saip tha the mas jnst lazy. Whyc onlb't

her eab likee veryoue else?

If you didn't become too frustrated, and if you kept at the task, you will probably have figured out that the paragraph reads:

> No one seemed to understand his problem. Sometimes he could read and then he would see the words all mixed up. The teachers said that he was just lazy. Why couldn't he read like everybody else?

If you became disgusted, thought there was a trick involved, or even became a little angry at the difficulty of the task, you are representative of another study. A majority of juvenile delinquents in a detention center were screened and found to have various degrees of Learning Disabilities.

What exactly are the problems inherent in Learning Disabilities? It would take volumes to cover this topic, and then would only dip into the knowledge that is now being developed. A great deal of frustration must reside in the mind of the learning disabled adult. Possessing an I. Q. in the normal or higher range, this adult lives with the conflict of having knowledge, and being unable to put it to use. It is like looking in the window of a candy store, having a pocket full of money and not knowing how to enter the store. Many recent examples of LD adults indicate the general feeling of being "dumb", "stupid", and "slow" or "retarded", yet knowing that they were different, but not short, in the gray matter area.

At any rate, these learing disablities are classified into four major areas:

a. visual disabilities - seeing
b. auditory disabilities - hearing
c. Dysgraphia - writing
d. Dyscalculia - mathematics.

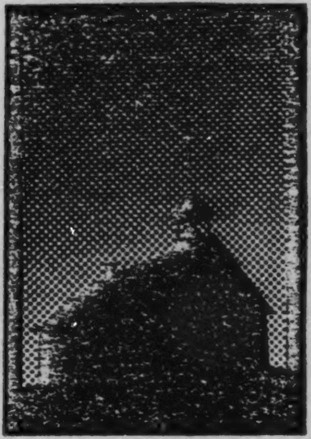
Visual disabilities manifest themselves with the perception received by the LD student. Mirror image or the image one would get by holding letters to the mirror are one indication. The direction of reading, from left to right across the page and from top to bottom cause problems for the LD adult. This mirroring can take place with single letters, such as the confusion between the letters p, qu, d and b all of which are similar. M and W can be reversed, as can u and n. Consider what can happen if the perception of the letter "E" is tilted, which can become "M", which can become the number 3, and finally a "W".

Sequence of activities can become a failure experience, since directionality is also included in mental lists that need to be completed in a sequence. Other sequences such as the alphabet, days of the week and months of the year are considered in identifying Learning Disabilities.

For the ABE instructor, your observations and evaluations of suspected learning disabled adults will be tied directly to their performance.

Irregular writing, uneven spacing, omitted letters, jagged margins are clues to the possibility of LD. Oral reading may indicate the presence of a disability, as this tests reading ability, and includes some indication of the functioning of the mind. A comparison of a fluid, even, unhesitating oral reading to one that is hesitant broken, and oft repeated again indicates a significant difference. Reversals, sequencing, and missing letters are clues. Special attention and increased specific one-to-one teaching are normally required to help the LD adult learn.

CHAPTER III



RECRUITMENT

DEVELOPING A RECRUITING PLAN

ABE students are recruited in a number of ways. The most successful recruiting tool is "word of mouth". Successful students and their families tell other potential students about the program. "Word of Mouth" also reaches the illiterate adult, where printed materials cannot. Whatever method or methods you select for recruiting students, energy and involvement are needed. First, as a new ABE teacher, you will need to find out who has done the recruiting in the past. It may all fall on your shoulders, especially if you are working in a rural area. It may also be done by the local ABE supervisor, or by office staff in the Board of Education. To insure that duplication of effort does not become a problem, check with your supervisor. If recruiting is one of your primary responsibilities, this chapter should help. If recruiting is not one of your primary responsibilities, parts of this chapter will help insure continued recruitment through the year by plans and actions on your part. Getting the adult student interested and enrolled is a continuous process and should be part of your plan from program beginning to program closure.

The following pages introduce a variety of recruiting methods used in ABE programs. If you are a new teacher, and have no idea of what to try, contact your ABE supervisor. The state level ABE area supervisor or area consultant is a valuable source of information on what recruiting methods are realizing success in your area. In the more rural areas, surrounding counties with active ABE programs could be an excellent resource.

Planning is simply stated as a predetermined sequence of activities or events which lead to the achievement of a specific goal. The primary purpose of a recruiting plan is to attract and enroll a class of adult students. A secondary purpose is to insure that recruiting efforts continue to attract students during the program year; to replace adults who exit the program.

In developing your plan, consider the following resources:

Personnel

Identify other persons who can be called on to help in a recruiting campaign. Consider the ABE supervisor, volunteers, your friends, other teachers, office staff, former students, and radio and television persons with whom you have established a friendship or identity. Make a list of the persons whom you think will assist in getting the word about ABE out to the general public.

Time

This resource takes on many facets. Plan how much of your initial time will be needed to establish a recruiting campaign. Also consider the time that radio stations can provide for public announcements. Think about a small part of time each month (one hour or so) that you can use to plan the continual recruiting process. At the beginning of each month, success stories can be sent to the local newspaper. Letters thanking persons and agencies for helping can be written and sent in the middle of the month. Set a time for doing specific recruiting tasks. One thought for time management is to ask students to write the news releases and letters of thanks to agencies. They will get some satisfaction at being able to help you with the program.

Space

What types of space have been previously allocated to recruiting efforts? Newspaper space, billboards, bulletin boards, locations in service agency offices, and other donated spaces for display can be identified by past practices, or developed as time goes on. Space in church bulletins and neighborhood newsletters can be obtained simply by asking.

Money

Check to find out how much money has been budgeted for recruiting. This amount will identify the limits you have in developing a plan.

Equipment

What equipment is available for printing and duplication services? Are samples of previous fliers, handbills, and posters available? Do you have to run the machinery or will office staff assist? What audio visual equipment can be used for presentations to groups or clubs.

STRATEGIES FOR RECRUITING

Regardless of what types of recruiting you determine best for your situation, some guidelines for improving recruiting practices are suggested:

First, spend a few minutes talking face-to-face with the secretary or receptionist who will receive inquiries about the ABE program being advertised. Since a telephone call is most often the first impression a potential student gets it is also the most crucial. In addition to the standard times and dates of class meetings the receptionist will need a better understanding of your program goals and objectives.

Printed handbills or fliers can be distributed through schools throughout the district. Provide ample numbers of fliers, which are a low cost item, for each student in the school to take one home. This will saturate a community and cause immediate public attention to programs.

If you must select one or two schools in larger school districts, elementary students are normally more dependable than secondary students in getting messages home. Plan to distribute fliers about two weeks after school has started allowing time for routines to settle down with both teachers and parents alike.

The use of former ABE students may be the most effective recruiting tool available. "Word of mouth" advertising has been considered the best method. Often a successful former student feels a need to "repay" for help received, and their active involvement in developing another class will help them feel better, as well as improve your outreach into the community.

To recruit non-English speaking populations, a printed flier or taped radio spot in the language of that population will help in overcoming the barriers of language. Former students can be most convincing if they appeal to the target population in its own language.

Posters and handbills should be concentrated in areas where the lesser educated adult is more apt to visit. Libraries, schools, and locations connected with reading and education are probably the least likely locations for display of media. Laundromats, housing developments, and trailer courts, for instance, have proven more successful locations for display.

The following list of strategies and recruiting tools can be used to develop your recruiting plans. Before you consider using any of these strategies, first write down your recruiting goal. A measurable goal is a good start to outlining efforts and plans. A sample of a recruiting goal is:

> "I intend to recruit fifteen (15) adult students
> during the first week of ABE classes."

With this kind of specific goal in mind, how can you best go about finding fifteen students to enroll in your ABE class? One good place to begin is to make contact with the local high school counselor, who might provide a list of recent students who left school before completing the twelfth grade. If you are a teacher in that school district you might personally know some of these "drop-outs". Another plan is to have a one page flier duplicated in enough copies to send to homes in the community through children in the elementary schools. Once the fliers have been distributed to the schools for subsequent distribution to school children, you will have reached approximately 1/3rd of the homes in the community. Another method is to place a news story in the local newspaper. If possible, a photograph of you working with a student or talking with a well known community member will help. Other blanket recruiting strategies include:

1. Local radio station announcements
2. Television announcements, especially local channels if possible
3. A few posters placed in grocery stores, laundromats, housing areas, and trailer courts
4. Telephone calls to past students

5. Posters or flyers to local businesses and industries
6. Notices to Parent-Teacher associations or organizations.

When developing the format for a flyer, poster, or news item, consider including the following information;

___ The name of the class: Adult Basic Education
___ The date classes begin
___ Days of the week and times class meets
___ Where classes will meet
___ The class and materials are FREE.
___ Eligibility for enrollment
___ Credit line for school district and state department
___ A telephone number or address to contact for information
___ In a small community, the teacher's name.

To assist you in recruiting efforts, samples of handbills, flyers, and news stories are included in this chapter. Duplicate them if you wish, and make changes which pertain to identifying your local program.

PUBLIC SERVICE ANNOUNCEMENT

for

County High Schools
from
Fulton, Calloway, Carlisle,
Caldwell, Ballard, McCracken, Trigg counties

If you didn't finish high school, but would like to acquire your equivalency diploma, it's not too late. Enroll now in adult basic education courses. Receive individual instruction and acquire your eighth grade certificate, the high school G.E.D. or just brush up on such skills as reading, writing, or whatever. And best of all, it's free. There is no cost of any kind.

If you're over 16 and not now in school, all you have to do is to contact your local school superintendent for further details. Call him now. There's no better time to continue your education than today.

It's never too late to get your high school diploma. If you didn't finish high school, but would like to receive your equivalency diploma, you can. By enrolling now in adult basic education classes, you can achieve an eighth grade certificate, the high school G.E.D. or just brush up on basic skills in reading, writing or whatever.

And the best part is, it's free. There is no cost of any kind--all materials are furnished free. If you're over 16, and not currently in school, all you have to do is contact your local school superintendent for details.

Sample

Learn English

여기서 영어를 무료로 가르켜 줍니다.

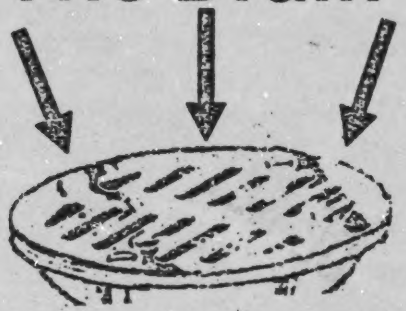
یاد گرفتن انگلیسی

Aprenda hablar Inglis

A CLASS IS BEING OFFERED FOR ALL INTERESTED NON-ENGLISH SPEAKING PERSONS. ACTIVITIES WILL INCLUDE CONVERSATIONAL ENGLISH, READING AND WRITING OF ENGLISH GRAMMAR AND HELP WITH DAILY LIFE ADJUSTMENTS TO A NEW CULTURE. THE CLASS WILL BE AT THE MURRAY STATE UNIVERSITY ADULT LEARNING CENTER LOCATED IN ROOM 206 OF ROY STEWART STADIUM. CLASSES WILL BE HELD ON MONDAY AND THURSDAY EVENINGS FROM 6:00 PM - 9:00 PM. HOWEVER IF AN INDIVIDUAL CAN NOT BE THERE AT EXACTLY 6:00 PM OR CAN NOT STAY THE ENTIRE TIME THAT IS FINE. FOR MORE INFORMATION CONTACT THE ADULT LEARNING CENTER AT: 762 -- 6971. THOSE PERSONS ENROLLED IN A PUBLIC SCHOOL SYSTEM OR MURRAY STATE UNIVERSITY ARE NOT ELIGIBLE FOR THE CLASS.

FREE

Most of a Person's Dignity Goes Down The Drain



When They Can't Read

Adult Education offers hope, because we can help. Call 781-1911 to volunteer your time or come by 1141 Center St. for G.E.D. preparation - Beginning Reading - English Classes - Homebound Instruction - High School Credits - Remediation in Education.

"Education does make a difference"

Adult Basic Education

is for persons no longer required to be in school

Free classes to
- Prepare for the G.E.D.
- Improve Reading skills
- Improve Math skills
- Improve Language skills
- Improve yourself

Adult Basic Education

The Kentucky Department of Education and your local school board offer a FREE program to help you finish high school, or to sharpen up those daily skills in the basics of education: reading, math, and language.

HOW? THREE WAYS

1. ABE Evening Classes—offered locally up to six hours a week. A teacher will provide books, tests, and counseling.
2. Paraprofessional Home Visits—if you are not able to travel to a school.
3. Adult Learning Center—where you may come and go as you please.

WHAT IS THE G.E.D.?

A test which measures your ability and knowledge in general school subjects. Those who pass are awarded the high school equivalency certificate (GED).

If you know an adult who cannot read, or has trouble reading, tell them about this program. We'll be glad to help them get started.

If you are interested in one of these programs, write or call your local school district office, or call the number below for more information.

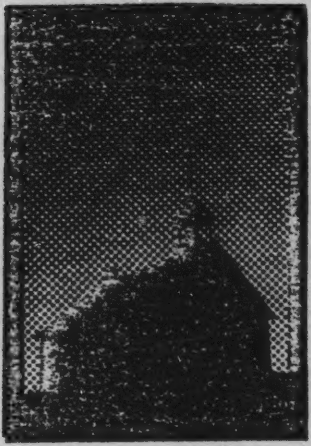
Also, Kentucky television (KET) has a special series which teaches the basic skills needed to pass the GED.

Pass this information on to a friend.

And, please remember, adult basic education is a program for you!

—7879/148

CHAPTER
IV



ENROLLMENT

ENROLLMENT IN ABE PROGRAMS

If the student is 16 years or older and meets the out-of-school requirements for enrollment in ABE programs, a standard process can be employed. A preprinted enrollment form, such as the one included in this chapter, can be used to transfer information to the computerized data collection forms, the ABE student enrollment forms, and the separation forms.

As previously stated, the enrollment process could take place during the interview or at another time, depending on the situation in your ABE class. In some large programs, enrollment and testing can be done in larger groups, and subsequent placement into other classes then takes place after the tests are scored and interpreted by counselors or testing personnel. If your class is a small part of a larger program, or if you are operating as the sole ABE agent in your county, enrollment becomes a task assigned to you.

If enrollment is being conducted during the first night of class, hand out the enrollment forms that students complete as a group, and circulate to answer questions that they may have. After the class has started, other adults may want to enroll. You can begin to work with the new student as he or she completes the form. You will also be able to do some informal diagnosis while they are filling out the form by observing how the pencil is held, and whether the person squints their eyes.

The information from the local enrollment form that the student completed (if he/she is able to read and write) is transferred to a computerized student enrollment/separation form that is sent to the

Division of Adult Education in Frankfort, Kentucky. This form is part of the ABE data collection system and is used to compile and analyze data for end-of-year reports to the federal goverment. It is advisable to wait to complete these computerized forms until the student has attended class for the third time or has completed his ABE goal. These computerized forms are very comprehensive, therefore, there is no need to complete one for a student who does not stay for at least this period of time.

The computerized system was designed to gather consistent information about ABE students across Kentucky. The forms are used in all ABE classes, learning centers, English-as-a-Second Language (ESL) classes, sign language classes, and home bound instruction. In order to correctly enroll an adult in your ABE program, you will need to know:

1. Your project number (3 digit)
2. Your class type number (1 digit)
3. Your teacher number (3 digit).

These three numbers combine to form a six number code which serves to separate data from over one hundred twenty programs in Kentucky. This code is the critical number for data collection by program and function. To determine your code, you will need to know your project number, which is located on a master code list in this chapter. Next, determine your class type number as one of the following:

0 - ABE class with a mixture of functioning levels
1 - GED class (all students functing 9th grade and above)
2 - Learning Center
3 - Paraprofessional home instructor
4 - ESL (English as a Second Language)

5 - Sign Language Class

6 - Volunteer Tutor (in any class type situation).

Your supervisor will assign you a teacher number. The combination of these numbers will be unique for each ABE teacher in Kentucky.

Try out a project number exercise. If you worked as an ABE teacher in Boyd county, had a mixture of functioning levels, and were assigned the teacher number of 3, what would be your complete project number?

MASTER CODE LIST

ABE DATA COLLECTION SYSTEM - 1984-85

These codes are to be used to complete ABE Enrollment, Separation, and Staff Information Forms and JTPA Enrollment and Separation Forms

Project Code No.

101	ADAIR CO.
005	ALLEN CO.
012	ASHLAND IND.
013	AUGUSTA IND.
021	BARREN CO.
025	BATH CO.
031	BELL CO.
034	BEREA IND.
035	BOONE CO.
041	BOURBON CO.
042	BOWLING GREEN IND.
055	BRACKEN CO.
071	BULLITT CO.
075	BUTLER CO.
081	CALDWELL CO.
091	CAMPBELL CO.
092	CAMPBELLSVILLE IND.
101	CARROLL CO.
105	CARTER CO.
111	CASEY CO.
113	CAVERNA IND.
115	CHRISTIAN CO.
121	CLARK CO.
131	CLINTON CO.
134	COVINGTON IND.
141	CUMBERLAND CO.
143	DANVILLE IND.
145	DAVIESS CO.
147	DAYTON IND.
151	EDMONSON CO.
155	ELLIOTT CO.
157	ERLANGER IND.
161	ESTILL CO.
165	FAYETTE CO.
171	FLEMING CO.
175	FLOYD CO.
177	FRANKFORT IND.
181	FRANKLIN CO.
185	FULTON CO.
191	GALLATIN CO.
197	GLASGOW IND.
201	GRANT CO.
211	GRAYSON CO.
215	GREEN CO.
221	GREENUP CO.
225	HANCOCK CO.
231	HARDIN CO.
235	HARLAN CO.
241	HARRISON CO.
242	HARRODSBURG IND.
245	HART CO.
251	HENDERSON
255	HENRY CO.
261	HICKMAN CO.
265	HOPKINS CO.
271	JACKSON CO.
275	JEFFERSON CO.
281	JESSAMINE CO.
285	JOHNSON CO.
291	KENTON CO.
311	LAUREL CO.
315	LAWRENCE CO.
325	LESLIE CO.
335	LEWIS CO.
351	LOGAN CO.
365	MADISON CO.
371	MAGOFFIN CO
375	MARION CO.
385	MARTIN CO.
391	MASON CO.
392	MAYFIELD IND.
395	MCCRACKEN CO.
401	MCCREARY CO.
411	MEADE CO.
415	MENIFEE CO.
426	MIDDLESBORO IND.
431	MONROE CO.
435	MONTGOMERY CO.
441	MORGAN CO.
445	MUHLENBERG CO.
451	NELSON CO.
452	NEWPORT IND.
461	OHIO CO.
465	OLDHAM CO.
471	OWEN CO.
472	OWENSBORO IND.
476	PADUCAH IND.
481	PENDLETON CO.
491	PIKE CO.
495	POWELL CO.
496	PROVIDENCE IND.
501	PULASKI CO.
505	ROBERTSON CO.
511	ROCKCASTLE CO.
515	ROWAN CO.
521	RUSSELL CO.
525	SCOTT CO.
531	SHELBY CO.
535	SIMPSON CO.
536	SOMERSET IND.
541	SPENCER CO.
545	TAYLOR CO.
551	TODD CO.
555	TRIGG CO.
561	TRIMBLE CO.
575	WASHINGTON CO.
581	WAYNE CO.
591	WHITLEY CO.

SPECIAL PROJECT CODES

614	B.A.W.A.C.
294	SCHOOL FOR DEAF
602	MURRAY STAT UNIV.
603	MOREHEAD STATE UNIV.
605	UNION COLLEGE
606	PIKEVILLE COLLEGE
607	HENDERSON COMM. COLL.
608	FORT KNOX
609	KENTUCKY VALLEY COOP.
610	MOUNTAIN COMP. CARE
612	DEPT. OF CORRECTIONS
613	VOCATIONAL REHAB.
705	MAYSVILLE COMM. COLL.
722	DAVID SCHOOL

Class Type Code No.

For filling in class type number on the Ad. Enrollment, Separation and Staff forms. (No. 7 and No. 8 are to be included as choices when completing staff form) (Vol. Tutors should code No. 6 regardless of where turoting takes place)

0	ABE CLASS (mixture o functioning levels)
1	GED CLASS (all students functioning 8th grade and above)
2	LEARNING CENTER
3	PARAPROFESSIONAL HOM INSTRUCTOR
4	ESL CLASS
5	SIGN LANGUAGE CLASS
6	VOLUNTEER TUTOR
7	SPECIAL PROJECT
8	SUPERVISOR
9	J.T.P.A.

Teacher Code No.

Your local supervisor is to assign numbers t each Ad. Ed. Teacher, paraprofessional, or volunteer in your district starting with teacher No. "01".

ADULT LEARNING CENTER
MURRAY STATE UNIVERSITY
MURRAY, KENTUCKY

Date ______________________

Name ____
Last First Middle

Address ____
Street or Route City State Zip Code

Phone No. ______________________ Social Security Number _____/_____/_____

Person to contact for emergency ______________________ Phone No. ______________

Address ____
Street or Route City State Zip Code

Student referred by or through ____________________________________

Major reason for participating in the program ______________________

PERSONAL DATA:

Age ___ Date of birth ______________ U.S. Citizen: Yes ___ No ___ Sex: Male ___ Female ___

Marital status: Single ___ Married ___ Widow ___ Divorced ___ Spouse's name ______________

Veteran: Yes ___ No ___ Date of discharge ______________ Receive public assistance: Yes ___ No ___

FAMILY INCOME BRACKET:

No. in family: 1 2 3 4 5 6 ( ) No. of dependent children: 1 2 3 4 5 6 ( )

Family income:	FARM ( )	NONFARM ( )
	1. $4,010 to $5,310	1. $4,680 to $6,220
	2. $6,610 to $7,910	2. $7,760 to $9,300
	3. $9,210 to $10,510	3. $10,840 to $12,380
For each additional family member add:	$1,300	$1,540

EDUCATION AND TRAINING:

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12

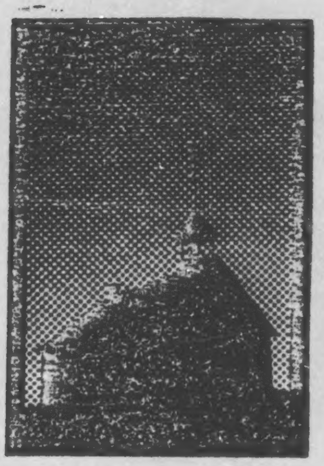
School last attended ____

Number of years out of school ________ Have you paricipated in adult classes before? Yes ___ No ___

WORK STATUS:

Employed full time: By ______________________ As a ______________________
B. Employed part time: By ______________________ As a ______________________
C. Unemployed and looking
D. Not seeking work

CHAPTER
V



INTERVIEW

THE INTERVIEW

An interview session with a potential or enrolling adult student becomes a combination of activities; welcome, introduction of each other, explanation of program, outline of student goals, and student background information. Student eligibility for enrollment can be learned, if that status has not already been determined during the enrollment phase. During the interview, information is shared between the instructor and the student, and an initial idea of what the student needs and wants is discovered. All information obtained from the student must be kept confidential. Nothing will cause your program to decline faster than rumors about sensitive and personal information being passed around. The ABE teacher can use this interview session to obtain much of the information needed for student enrollment and separation forms, and can make an informal observation as to what diagnostic test to give to the student. Probably the most important thing to remember is that communication during the interview is critical in obtaining an understanding of the student's goals, how they learned about the ABE program, and whether or not the program can meet the student's goals and objectives.

This contact time can be used to answer any questions the student has. Questions can be expected about: costs for the GED test, cost for study materials (free in ABE programs), how long will it take to reach his or her goal, is it necessary to read aloud to a group, how much homework is involved, and attendance requirements. The student might also want some proof of attendance and enrollment to show other state agency offices.

If the student has already filled out an enrollment form, or if a folder has already been started, either form will help you in the interview. If one has not yet been started, this is an excellent time to initiate one.

INTERVIEW MODEL

ABE TEACHER	ADULT STUDENT
Hi, I'm Larry Smith, the teacher here. Welcome.	I'm John Weldon. Is this the GED class?
Yes it is, John. How can I help you?	Well, I need the GED right away. My boss told me that keeping my job depends on it.
Okay. We have materials to help you get ready. You said your job depends on passing the GED?	Yeah, if I can pass the GED, I'm likely to get a pay raise. If I don't, I'm stuck where I'm at. You know what I mean?
I think so. We'll sure give you a hand. But let's find out exactly what to do. Tell me something about yourself.	Like what? I need the GED right away and I'm married, two kids. Money's tight. I dropped out of school in the 10th grade, when I got married. Thought I knew what I was doing then.
Things have changed a lot since then, huh?	Sure have. Sally, my wife, and I just couldn't wait. Then came

	the kids, a low pay job, and hard work. I'm lucky Duke told me about this class.
Duke Johnson?	You know him? Yeah, he got his GED a few months ago. Said there was nothing to it, after he decided to go for it. Hope it will be the same for me.
Well, John. We'll see what we can do. If you will fill out this enrollment form, we'll give you a test to find out what you already know. Let's take it a step at a time. What do you say?	Sounds good to me. Let's get started!

In the interview model, the teacher brought out not only the student's name, but his goal (job promotion), his marital status, number of children, years of formal education, employment status, possible poverty level, how he learned about the class, and why he dropped out of school. The teacher also may have located another student - John's wife. An important rule to follow in conducting an interview is to insure that a majority of the communication comes from the student. The student's needs find room in being voiced and form the framework for developing a study program. The process also helps the new student become more at ease with the learning environment, and gives the ABE teacher much more information than can normally be obtained from a question-and-answer type interview.

CHAPTER
VI

ASSESSMENT
DIAGNOSIS
PRESCRIPTION

ASSESSMENT, DIAGNOSIS, PRESCRIPTION

This chapter is divided into three segments: Assessment, Diagnosis, and Prescription. Each segment is dependent on the other in order to meet the adult student's academic needs and are combined into one chapter for that reason.

Assessment of the student's functional level of education is a most important phase of ABE programs. When the adult student has met the enrollment guidelines, has defined a personal educational goal, and the ABE teacher determines that the program can help meet that goal, the next step is to find out what the student already knows. The purpose of assessment is to determine what educational skills and knowledge the student already possesses and in what areas of specific basic skills the tests indicate weaknesses. So when does the ABE teacher begin assessment? Depending on the ABE program size, and the number of ABE personnel employed, assessment can begin with the first meeting, during the interview. This collection of observations and initial reading and writing skills begins with the first contact. Informal observation usually provides many clues to the student's ability and to the possible early identification of physical problems.

Vision: The Eyes are the mirror of the soul. As the ABE teacher talks with the student, assessment of vision can be made without embarrassment to the student. Are the eyes clear and steady? Or are they a little jumpy and reddish? When asked to focus on topics such as charts or posters, do the eyes noticeably squint? How close does the student hold printed forms? Are the forms held to either side of the face (thus favoring one eye over the other)?

Hearing: Does the student tilt the head to favor one ear over the other, or habitually use the hand to cup a hearing aid for one ear? Does the student require a repeated statement often?

Motor Skills: How does the student hold the pencil? Are they left-or-right-handed? Some problems, for instance, may be present if the right-handed student grasps a pencil in a left-handed fashion. Is the writing or printing smooth or irregular? Are many of the words misspelled, or are the directions for any enrollment form misunderstood?

Interview: As the ABE teacher talks with the student, an assumption as to the student's goal can be made. Should a student desire instruction and assistance in obtaining a driver's license, a placement test concerning driving will be of much more help than a standardized reading test.

A handy method of informal assessment for choosing placement materials is to ask students to fill out a local enrollment form. To give the non-reader an out, the teacher might ask the student to fill in as much of the form as he or she is able to complete. A note of caution, however. A sample of a local enrollment form is included at the end of this chapter. The degree of assistance the student needs to complete the form will be valuable in determining which test to administer. Finally, exactness in determining what placement test to start with is difficult, given the multitude of activities the teacher must be involved in. When in doubt, it is probably better to give a test that reduces frustration, than it is to overly challenge the adult learner. A medium level test (grades 5 - 8) will still provide most of the information as to what areas the student experiences difficulty with, provided of course that the student evidences skills at reading at the fifth grade level or above. For a quick assessment of reading level, the Slossen Oral Reading Test (SORT) should be administered before any other test.

Three methods of placement are recognized as ways ABE teachers determine the student's educational levels. They are:

- Standardized test, or inventory
- Teacher made test
- Personal interview and/or teacher observation.

Of the above three methods for placement, this chapter deals primarily with the standardized tests or inventories most commonly used in Kentucky ABE programs. The list of instruments is not meant to be all-inclusive nor is it meant to infer that only these instruments are used. The list does include those tests which are more common to ABE teachers in Kentucky.

1. Slossen Oral Reading Test (SORT):

This test is a quick way to determine whether the student is a non-reader, poor reader, Pre-GED, or GED candidate. The SORT is a test of sight word recognition. It gives the teacher an idea of the level of words a student has stored in long term memory that can be retrieved without use of contextual clues. Once the test is given, a grade level score can be determined. This score correlates well with the TABE (see below). If a student scores below 3.0 on the SORT, he or she is a candidate for a literacy curriculum. Those between 3.0 and 5.0 can take the TABE-E. Those scoring between 5.0 and 9.0 can take the TABE-M. A sample of the SORT is located in appendix J.

2. Tests of Adult Basic Education (TABE)

This battery of tests is excerpted from the California Achievement Tests, except the questions and problems were modified for adult students. Three tests are used: Easy (E), Medium (M), and Difficult (D).

> The (E) test measures beginning levels of education in reading and arithmetic and yields scores by grade level from grade 1 to grade 5. It is intended for use with adults who are functioning at the lower levels and those who were more educationally disadvantaged. The letter "E" stands for "Easy".
>
> The (M) level TABE test measures education levels from grade 2 to grade 10 in reading, arithmetic and language.
>
> The (D) level test meaures education levels from grade 8 to grade 13 in reading, arthmetic, and language and is the most difficult level of the three tests.

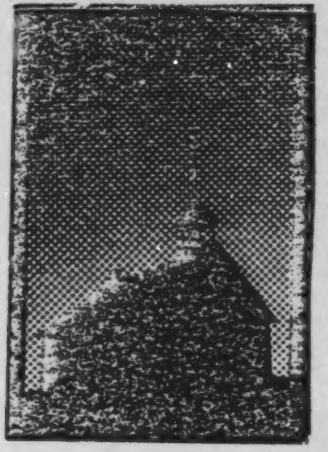
All of the TABE tests are available in alternate forms for testing, with each having four forms, form 1 and 2, or form 3 and 4. The forms 3 and 4 are the more recent, as of 1976, and forms 1 and 2 are used with the tests from 1967. The tests will take about three hours to complete and are not administered as a timed test.

3. The GED Practice Test

This practice test is used sometimes as a placement test, if the student appears to be capable of tenth grade work or higher and has an immediate need to take the GED tests. Because it prepares the student for the actual GED, the practice test is administered according to time limits. It is also used to obtain a predictive score as to how an adult student will perform when faced with the actual GED test battery. The practice test contains five sub-tests, just like the GED, except the tests are half the length of the actual GED tests. Two forms of the test booklet are available, form "A" and form "B". These two booklets provide a good pre-post test comparison. The practice test booklet is also published by the same office in charge of publishing the GED, and is an excellent exit test for students desiring the GED as their specific educational goal. The test booklets can be ordered from:

Cambridge
The Adult Education Company
888 Seventh Avenue
New York, New York 10106
800-221-4600

CHAPTER
VII



EVALUATION

EVALUATION

Most persons associated with Adult Basic Education programs will claim that the programs accomplish many positive goals. Adults complete their education to at least the level of secondary school, learn to read and write for the first time, obtain employment, acquire an interest in further learning and training, and a myriad of other positive life steps. For many persons, ABE offers that opportunity for improving one's position in life.

ABE also remains a program with little visibility to many influential persons in business, industry, and political office. In some rural, sparsely populated counties, the ABE teacher may be the only adult educator in the county, and known only to those small groups of adults who sign up each year to study for the GED or other personal goals.

Evaluation is a method for assessing how well the ABE program is accomplishing its assigned tasks, and it is also a very good method for informing others of the program accomplishments. For instance, the many statistics of the chapter on the characteristics of the adult learner came from a statewide evaluation report. Those statistics have been put into print in flyers and booklets and distributed to community leaders and political office holders to inform them of the ABE program accomplishments. Evaluation also takes on different perspectives: national, state, and local views. For this handbook, the emphasis is on local program evaluation. The state evaluations are obtained through the data from student enrollment and separation forms, and through a compilation of observation reports by area consultants and others.

How can a new ABE teacher conduct a meaningful evaluation of his or her local ABE program? What would be a purpose for the evaluation? If the second question can be answered to your satisfaction, the first question becomes easier to answer. Some considerations for evaluating the local ABE program are:

- use in developing future proposals for funding
- ways to improve recruiting methods
- determining effectiveness of certain materials
- determining effectiveness of certain methods
- developing local support.

The ABE teacher, at the beginning of the program year, can develop methods for evaluating the program during and at the close of the year. For instance, if program goals are outlined early, a quick measurement of those goals against program outcomes provides a quick evaluation, and also points to areas for program efforts.

For the new ABE teacher, three areas of evaluation are presented here for consideration:

1. Evaluation of individual student progress
2. Evaluation of program accomplishments
3. Evaluation of ABE teacher effectiveness.

Evaluation is also either summative or formative. The formative evaluation is that which is conducted as the program progresses. Formative evaluation is used to determine if early and mid-year efforts are accomplishing the desired outcomes. Summative evaluation provides a summary of program efforts, and normally is conducted after the program is complete.

I. Student Progress:

Primarily the teacher becomes concerned with the student's progress; or in other words "how well are they doing?" Based on the entry scores, is the student progressing at the rate expected? Or has something interrupted progress? After the student has taken the entry tests, been diagnosed, has studied, taken other tests, and appears ready to take the GED, a need for some type of evaluation becomes evident. Based on your assessment of the student's ability as shown in test scores such as the TABE or Practice GED, you evalute his or her progress and predict whether or not it is possible to pass the GED.

The evaluation of student progress takes on more facets than just looking at the scores and advising the student of what appears next on the learning horizon. For instance, is increased attendance to class meetings necessary for the student? If attendance can be considered as a helpful solution to a particular student's goals, then early progress evaluation should identify this need for more regular attendance. However, attendance is not necessary for every adult student. Many need some guidance, some materials, and less contact than others.

Can self-concept be evaluated? If you believe it can, and that you can assess some areas of self-concept, this is a sort of student evaluation that can be used in determining individual progress. Some non-measures, or qualitative measures, in evaluation are applied to student progress. Have dress or mannerisms improved or changed? Can you notice a change in the student's self-concept from the way they walk or appear?

Student progress should be evaluated from the time he or she takes the entry or placement test, works through study and learning assignments, and prepares to exit the ABE program. Using the student's initial goal as a measuring standard provides a good method of evaluation. If a student wants to pass the written Kentucky driver's examination, for example, the initial test which provides reading level and some understanding of Kentucky driving regulations would serve as a basis on which to monitor progress and could be used to advise whether or not the student should take the written examination.

Student progress can best be monitored and evaluation better achieved through maintenance of an individual student record. Some programs in Kentucky use a student preprinted folder and others use a single sheet which can be filled out as the student progresses through the program. The important things to note, though, is that some form of progress be maintained. These individual forms can be very helpful when and if you develop a program evaluation plan.

II. Program Accomplishments

Much of the evaluation of ABE programs are achieved through an analysis of the end-of-the-year data. The student enrollment and separation forms that you fill out provide valuable data for a state-wide picture of ABE program progress and accomplishments. When the enrollment and separation forms are computerized collectively, that information becomes evaluation data for reports by the state to the federal government. But the information is also useful for developing a local program evaluation. Although many changes which take place in your students cannot be measured, a local program can be evaluated in terms of numbers of enrolled students, numbers of students achieving their goals, numbers of students removed from welfare rolls, etc. Your ABE supervisor should receive an end-of-the-year report containing all of the data necessary for local program evaluation.

III. ABE Teacher Evaluation

The ABE teacher should begin a self-evaluation when she or he becomes employed as an adult educator. Many check lists for adult education are available and can be used as a guide to self-evaluation. The process of self-evaluation is somewhat like the individually prescribed instruction process used in ABE programs. First you must decide what you know about ABE and what you need to know to become a better adult educator. For instance, in the following list, which of the topics reflect your greatest strength and which topics are (in your opinion) areas which require some review or strengthening.

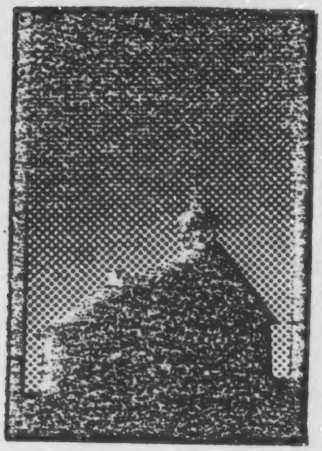
I. As an ABE teacher, I know:

1. How to teach reading
2. How to teach math
3. The characteristics of adult learners
4. What tests are best to use for diagnosis
5. How to compute readability levels of materials
6. How to write a prescription
7. About funtional reading word lists
8. How to improve communications with students
9. How to help students adjust to change
10. How to develop a curriculum for each student
11. How to recruit adult students
12. Ways to organize volunteer reading programs
13. How to complete forms and reports for ABE
14. What the Adult Performance Level (APL) results are
15. How to use counseling techniques with adult students
16. How to develop instructional objectives for adult learning.
17. What the scores on the GED mean
18. What services are offered by local and state agencies
19. Ways to diagnose learning disabilities
20. The sequence of steps in a job search.

Of the twenty items listed above, cross out the numbers of the statements with which you are comfortable. Place a circle around the numbers which you think you should learn more about. Those with no marking are probably not a problem to you, or you have not come into contact with those items yet. The items which you circled can become a guide to self-development as an ABE teacher. The exciting part of adult basic education is the never-ending change in students and in curricular topics.

One other method of evaluation is to ask that your students complete an exit survey which rates you, the program, the materials, and the times class is offered. This continual method of evaluation as students exit the program is an excellent way to obtain a variety of views and to gain some insight on program improvements. A good guide for developing an exit interview should be centered on the student separation data collection form.

CHAPTER VIII



DISENGAGEMENT

DISENGAGEMENT

The final step in the IPI process becomes one of letting go - for both the student and the teacher. The student may decide to disengage - to leave without much formal ceremony. He or she may simply decide to not return to the ABE class. The reason may be a combination of situations. The class may have not met the student's expectations, or the study could have been either too difficult or too easy for the adult. The time of class meetings may not have been convenient, the student found a job, got married, moved, or had transportation problems.

The above examples barely touch the tip of the iceberg of reasons for leaving an ABE program without having succeeded in personal learning goals. One action you may initiate is a follow-up letter to students who have enrolled but have discontinued attending class. If you have a standard form letter for follow-up of drop-outs, make plans to monthly review attendance and send letters to those students who have discontinued. If you do not have or do not like form letters, a telephone call will make the contact you are seeking. Or you might ask another student in class to find out what happened to John or Jane.

You will not have much control over whether a student decides to leave the ABE program early. Too many variables enter the picture. Too many unpredictable changes can take place in a person's life which cause one to decide to leave your class. All you can do is to attempt to find out "why".

The reason that an adult may decide to leave an ABE programs is as important as knowing why he or she enrolled. The student separation form which is completed on each adult student asks for "reasons for program exit". That listing, located in block #22 of the form, is:

- completed their objectives
- end of program year
- health reasons
- child care/family problems
- transportation problems
- class time/location or moved
- lack of interest
- other known reason
- unknown reasons.

Knowing the reasons for the student's program exit is important to the teacher, the ABE program, and Kentucky. As the separation data are collected from all of the programs, a picture develops indicating areas where programs across the state could focus and improve present practices.

The other kind of exiting is that of a successful disengagement. The student has achieved a personal learning goal; the GED, a driver's license, a job, a promotion, citizenship, etc. Whatever the reason, disengagement can be a positive experience for everyone. As the student leaves the program, some final advice may be given or asked for.

For instance, the scores of the GED test battery can become more than passing scores if you know something about standard scores, percentile rankings, and what kinds of scores indicate success in college or vocational schools. As you work in ABE programs, you will gradually learn what the scores can mean in terms of advising students. This kind of counseling information is not only beneficial to the student and the teacher, but can act as an assistance in gaining access to other learning systems or other agencies.

Remember, the main reasons for determining why students choose to discontinue their enrollment in ABE programs is to discover ways for program improvement.

You might find that, as a successful adult student prepares to exit the program, he or she will be glad to come back and help as a tutor, a recruiter, or a class helper. You will never know if you don't ask.

Group Disengagement

As your program comes to a close at the end of the program year, consider having a recognition ceremony for your students. Invite all of those who have completed the GED during the program year. Have a special ceremony for GED students and special students.

Ceremonies have long been an important event in society. Ceremonies provide an opportunity to recognize outstanding individuals and programs. Ceremonies serve as a vehicle to communicate messages of social approval toward achievements, activities, and awards. Ceremonies provide models for public emulation, and ceremonies are used to provide positive conditions for interaction between elected officials and the general public. In other words, ceremonies provide excellent examples for others to follow; a "pat" on the back for a job well done, a way to say "thanks" to achievers, and a way of modeling goals.

In education systems, ceremonies provide a culminating activity to a set of formal learning experiences. The experience for the majority often is marked at the eighth grade and high school completion. As students climb the social ladder of education, the graduation ceremonies mark progress for them, their families, and society.

Underlying these ceremonial trappings are the vestiges of human needs. Everyone needs recognition. Everyone needs opportunity. Everyone needs belonging. Everyone needs security. A formal ceremony contains the recognition, the belonging, the security, and the opportunity. One other need existing in all of us is the need for self-esteem, to be highly thought of by others. The ego is easily shattered, but it is also easily boosted. Ceremonies provide an exhilarating boost. The participant goes through a series of exciting moments, and if an EKG were hooked up to an awards recipient, the results would reflect a wild set of positive prints.

FOR THE INDIVIDUAL

Ceremonies give us a way, as previously stated, to recognize everyone in some form or other. From visiting dignitary, to school personnel, to each student, ceremonies provide a single event which honors all. For one split-second, the limelight of life is focused on a single individual in an auditorium, on a stage, under the lights, and for that individual the world is looking on. Seldom does that feeling find expression elsewhere in life.

FOR THE PROGRAM

Can you imagine what the completion of high school or college would be like without a graduation ceremony? It would be like running toward a finish line in a race and not knowing when you reached it.

Programs should require some sort of measurement for its participating students. A ceremony provides the measurement. As the student crosses the stage, the program receives merit and praise. Programs also receive the attention of the public, as media reports the event.

FOR THE SCHOOLS

Schools participating in ceremonies reflect the use of their facilities to bring success to adults. The inference through participation and sponsorship, is sanction and support of Adult Basic Education. A partnership of education is reflected to the community, and the adults who participate in adult basic education programs become a stronger link to the community. The community is brought closer to the school, the school becomes a more integral part of the community, and the opportunity for teamwork and unity is strengthened.

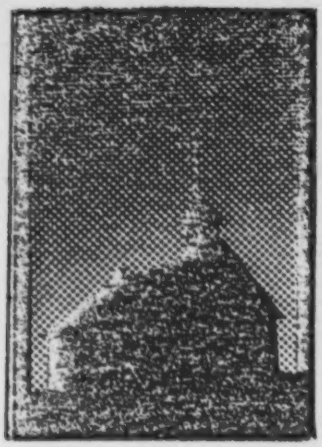
FOR ADULT BASIC EDUCATION

In the hope of creating more visibility of the positive results obtained through adult basic education programs, and the impact on citizens who have achieved primarily because of the existence of ABE, the concept of formal adult education awards and recognition ceremonies is one approach to attention, and recognition by the public, the committees, and the legislators.

The time is now for action. The National Advisory Council of Adult Education (1980) reports that client impact and program evaluation are the two areas requiring more focus and attention. An Adult Education Ceremony will provide the client impact in a visual, concrete, model that can be produced in every school system throughout the country. What better way to let the public become aware of the "good" that has come from this specific expenditure of their tax dollar?

A ceremony is one answer to strengthen programs, gain positive identity for participating agencies, and create strong affirmative public opinion of a dynamic social program which has in fact made significant impact upon the adult population. One small paragraph from the Phi Delta Kappan monthly education magazine reports "the portion of the population 25 years of age and older with at least a high school education rose from 55% to 68% between 1970 and 1979". Much of this gain is due to Adult Basic Education programs and the funding supplied by the Adult Education Act.

CHAPTER
IX



READING AND MATHEMATICS

TEACHING READING AND MATHEMATICS

The comprehensive scope of services offered in ABE classes is considered by more than a few skeptics as an impossibility. "We can't be all things to all students," is a phrase often voiced.

However, a common thread of basic skills runs through all of the topics, tasks, and tests. Learning involves the "basic" basics - reading and mathematics - from which all other learning, including the third "R", springs.

With an increased emphasis in ABE on reaching and teaching the functionally illiterate adult populations, ABE teachers need to sharpen their techniques in the subject areas of basic reading and basic mathematics.

TEACHING READING

The subject of reading creates more controversy than any other subject in the disciplines of education. The mere definition of the word "reading" leads to dissenting cries from reading specialists. If a definition were ever agreed upon, the nth myriad of methods for teaching reading would create a division of volatile potential between those who favor phonics and those who favor sight-say methods. These two methods are located at opposite ends of a reading continuum with the rote-memory (sight-say) on the one end and the use of sounds which represent letters and combinations of letters (phonics) on the other end. Depending on your background and familiarity with the art of teaching reading, you will probably find yourself favoring one method over the other. This leads to the question, "Which method is the best method for teaching adults?"

At this point the necessity for considering the learning style of the adult student becomes the focal point and issue. In selecting a method, or a combination of methods for your adult student, a program which best fits the student's abilities is desired. For example, suppose your adult learner has a slight hearing loss and is unable to consistently discriminate between vowel sounds in the words "come" and "came", or between the consonant sounds in the words "lame" and "lane". A phonics approach would increase the levels of frustration for such a student. It would certainly limit the degree of reading skill acquired.

Despite the arguments and debates between the phonics fanatics or the sight-say soothsayers, experienced adult educators will support the concept and practice of using materials and methods which are accepted by the learner.

An ABE teacher, in the final analysis, has a somewhat difficult task of teaching an adult how to read, when the adult has most probably been taught to believe that she or he cannot read. One of the first steps in the sequence of teaching reading to adults is to inform students that much has been learned about the teaching of reading, and with these newer methods, success is more possible.

Therefore, the teacher must have a specific plan or course of action readily available. An overview of some considerations, and some tips for teaching success follow. In considering the many tasks involved in teaching reading to adults, the enormous content which must be absorbed is staggering to imaginations. Depending on your view of the English language, take a look at a few of the difficulties with English.

*Printed English language can be viewed as an accumulation of over 100 characters, not 26. In manuscript, twenty-six letters exist in the lower case characters, and twenty-six letters exist in the upper case letters. Toss in the cardinal numbers from 0 to 9 and a few variations of the cursive "r" and the printed "a" and we are looking at possible total of 116 characters which must be acquired by the learner.

*Certain words cannot be sounded out with phonics because of their inherent irregularity, anywhere from 10% to 15% of the language. Proper nouns must be memorized, since the rules for soundng out words are not standardized in names of persons, places, and things.

*Letters such as "h", "w", "g" are sometimes silent and sometimes sounded out.

*Combinations of letters sometimes create a new sound which is totally unlike the original sounds of the two combined letters. For example "p" and "h" when combined create an "f" sound.

The above information is not presented in an attempt to discourage ABE teachers. Rather, it is an overview of some of the difficulties associated with teaching reading.

On the brighter side, success is being realized in ABE classes, in volunteer programs, and in the multitude of adult classes organized in churches, industry, and senior citizen centers. So something is being done about reading, and combinations of methods which work are available.

In addition to Adult Basic Education classes, two national organizations have formed to teach adults how to read. They are:

National Association for Literacy Advance (NALA)
Laubach Literacy, Incorporated
Box 131, Syracuse, New York 13210

Literacy Volunteers of America (LVA)
404 Oak Street
Syracuse, New York 13203

Both of the above organizations conduct training, develop materials for teaching adults how to read, and organize local programs.

For reference, three books are listed which will provide most of what a teacher working with adults would need for a good base in teaching reading to adults:

> Locating and Correcting Reading Difficulties, Ekby Eldon E. Ekwall published by Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio 43216.
>
> Guidelines to Teaching Remedial Reading, by Lillie Pope published by Book-Lab, Inc. 1449 Thirty-Seventh Street, Brooklyn, New York 11218.
>
> TUTOR, Techniques Used In The Teaching of Reading, Ruth J. Colvin and Jane H. Root, published by Literacy Volunteers of America, Inc. 404 Oak Street, Syracuse, New York 13203.

If time does not allow you the luxury of waiting to receive books or materials which will allow you to begin teaching your adult, let's take a look at some approaches you can use by tonight.

Language Experience

As the student relates a story orally to you, you print the words in large manuscript letters on lined paper. Go over the printed story with the student and ask the student to read it back with you. Then the student can read the story back by himself/herself. A few key words will be readily apparent as important to the learning reader, and these words can be underlined for transfer to a card for learning.

Word (families or patterns)

On the first night, rapid progress can be made by choosing a common ending of many words, and teaching a few beginning sounds. The letters "ill" can be taught as a sight-word for memory, and the beginning letters such as "K", "T", "F" can be added to the beginnings of the word family. This method creates a reading vocabulary for easy access by the student, and instills confidence in learning to read. Matching words, such as "cat" and "hat" are a good exercise in teaching word families.

Dates, Days, and Times

Teaching the months of the year, days of the week, and writing dates, such as 3-26-84, as a useful skill continues to be a real need. Any exercise which involves writing times of the day also builds confidence. Your sign-in, sign-out sheet provides an excellent high utility method for learning this series of tasks.

Goals

The program must be individualized, try to be sensitive to the adult student's level so she or he gets neither too much work and is overwhelmed nor too little work and is underwhelmed.

To teach only two or three words by whatever method you select, to some adult students will be the beginning of a success story. Other students, who are limited to so few words, may feel put down. Have plenty of cards and a heavy felt tip pen available for the beginning of a word bank. As each word is learned, the card is added to the student's bank of words. This provides for a material bank of review, reinforcement, and repetition. Teach new words in meaningful context and not just in lists, so that students can get clues to the word's meaning from the rest of the sentence.

Newspaper

A newspaper has standard print and large type in headlines for the adult student. Even those who are reading at first or second grade will quickly find a challenge in locating and circling words they can read. Interest sections in the paper, such as cartoons, sports pages, local columns, and the classified ads can provide many low cost materials for your learners. Large newspaper publishers may have a guide or handbook available for using the newspaper in the classroom. LVA has just published such a guide.

Books

Many libraries across the state are developing Adult New Reader collections. Check out high interest-low readability books for use in your class.

Common Sense About Senses

Educators have long been taught and mostly agree with the concept of using as many senses as possible in teaching a skill. Reading employs sight, hearing, touch, talking, and combinations of these will create an exciting action packed night for the learner. As the new reader reads a sound of a letter aloud, tracing over a large print letter with the finger or a pencil reinforces the reading skill. Tape recorded lists of common words accompanied by written word lists, with room for practice spelling and writing have been used with a high degree of success.

Pace

As a word of caution, pace the introduction of letters, words, and reading tasks at the slowest rate you can live with but not so slow your student loses interest. The complex skills in learning to read may overwhelm a student's enthusiasm. Our desire for success causes us to sometimes teach too rapidly. The same pace applies to teaching math.

TEACHING MATH

Math is an exact science. 2 + 2 = 4. No other answer is accepted. Because of its exactness, many adults shy away from getting too involved with math. Some ABE teachers may have doubts concerning their abilities to teach math, especially if he or she is not certified in math, or hasn't taken any courses lately in teaching math. A plan is needed. Especially if you do feel a little uneasy about teaching math. First, some common areas of difficulty do exist and are more easily identified in math. The majority of adults entering ABE classes will need a refresher course in working with percentages, decimals, and fractions. Adults who are functioning at lower levels will require assignments involving much repetition in addition, subtraction, multiplications, and division. Fortunately, we live in a society which provides a very concrete method for learning percents, decimals, and fractions. We can use money, which is built on a base of ten. All of us, literate and illiterate, are familiar with money, and most of us have seen money. Coins and bills are natural items to teach mathematics.

THE DOLLAR

The dollar can be used to teach some complicated applications in math. The dollar is also a very practical item to use in teaching consumer skills. For example:

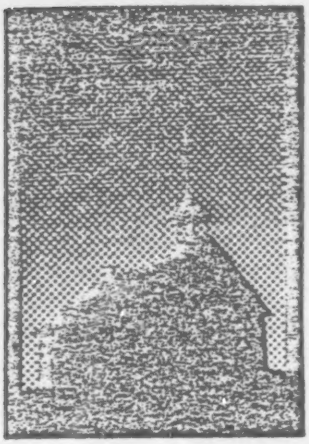
one penny	= 1%	= 1/100th	= .01
a nickel	= 5%	= 5/100ths	= .05
one dime	= 10%	= 10/100ths	= .10
one quarter	= 25%	= 25/100ths	= .25
one half dollar	= 50%	= 50/100ths	= .50

Using combinations of the coins, such as two quarters for one half dollar will provide variety and will teach concepts in fractions, decimals, and percentages. Pennies can be used to teach addition, subtraction, multiplication, and division. Also, the third column in the chart above can be used to reduce fractions to the lowest common denominator.

The calculator has been a successful tool in teaching number recognition for the low level adult. Students seem to enjoy this approach. It is also a good tool for introducing the concept of adding and subtracting.

In summary, this chapter on reading and mathematics contains some tips and strategies for helping adult learners. If you find yourself getting ready for class, and if you do not already have a plan to assist the low level adult in basic learning, this chapter might help.

CHAPTER
X



MATERIALS IN ABE

MATERIALS IN ADULT BASIC EDUCATION

Many ABE materials have become commercially available in the last decade. Educators have realized that adults really need materials that appeal to the self-esteem of the adult as well as support teaching basic skills. A listing of the major publishers of ABE materials is contained in the appendices and will be of assistance to you in selecting materials for your students. Your supervisor may have a collection of catalogs from these publishers, since they freely make catalogs and brochures available. If not, a call or letter should cause printed information to come to your school fairly quickly.

If you are a novice ABE teacher entering adult basic education for the first time, or if you have been in ABE a relatively short length of time, two options for using ABE materials exist.

1. You may have to be content with materials that have already become accepted and established in the ABE program in your school district. Often books and tests left over from previous years will remain in use until the supply is exhausted.

2. You may be afforded the opportunity to review and select adult materials for your ABE program. If you have little experience in ABE programs, however, and if the program has been operating in your school district for more than a couple of years, the opportunity for selecting materials may not exist.

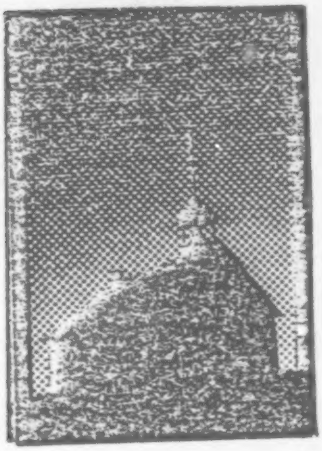
If materials are already selected and in use in your ABE program, your best bet is to accept the situation and the materials. As time passes, and as experience increases your awareness of the different types of materials available for ABE programs, you will be able to make suggestions for other materials. That is, of course, depending on whether you are dissatisfied with the present materials being used in your program.

In familiarizing yourself with adult basic education materials, some influences will be affecting your acceptance or rejection of content. As members of the human race, we all have a tendency to lean toward the familiar and to resist the unfamiliar. This statement merely means that some section of the materials will suit you and some will not. As you work with your students, a third party observation would probably show that you prefer materials which suit your teaching style and complement your subject expertise. In ABE programs, the materials have much variety, and teachers today have a rich selection available.

Regardless of your situation, your materials should range from low-level reading books and introduction to mathematics to a series of books leading to competion of the GED.

93

CHAPTER
XI



EMPLOYABILITY SKILLS

EMPLOYABILITY SKILLS DEVELOPMENT

Most Adult Basic Education students want a job or a better job. That is the motivation for attending classes. Therefore, as long as the national unemployment rate remains high, a systematic process for finding, obtaining, and keeping work will be increasingly important for education programs and for students.

Historically, one process of gaining employment has been to earn the GED and get a job based on those credentials. A GED in place of high school credentials, however, does not insure employment. Completing the GED often leads to employment for ABE students because it helps them hurdle barriers based on high school completion. Many jobs are still "off limits" for GED recipients since they have not developed employability skills during their GED preparation.

The need to be employable emphasizes a shift in the focus for ABE programs. While development of basic skills and completion of the GED remain goals, the teacher must also work with students toward improving his or her employability skills. For the ABE teacher who had worked with basic skills or the GED, the concept of teaching adult learners to locate and obtain employment is unique.

Regardless of the teacher's job finding skills or experience in helping others find employment, certain concerns and sequences in locating employment need reviewing in this chapter.

AREAS OF CONCERN

Involvement of the Individual

An ABE teacher could develop a plan for the adult student, find him/her a job, and take him/her to work the first day. But, unless the student is involved in developing goals, and strategies for maintaining the achieved goals, the effort probably would be futile. The ultimate responsibility for finding and keeping a job rests with the student . . . not with the ABE teacher.

Defining the Desired Job

The primary step in looking for employment is to determine what kind of job the student wants, a step which is of great importance for long range career development. The job type is then matched with employment opportunities available locally. Job definition can be developed through discussions, occupational interest inventories, or academic tests, but the definition must agree with the student's expectations.

Student Self-Assessment

Once a job goal has been identified, the teacher can help the student match abilities with job skills. The teacher can lead the student in answering two questions: "What can I do?" and "What do I need to be able to do to hold this job?" For example, an ABE student reading at the third grade level wants to get a job as a waiter. In answering the first question he says, "I can read the menu and the code on an order form." In answering the second question, he says, "I need to do those two things, plus add columns of figures and compute tax." This assessment is the first step on the path toward self-improvement and career development.

Self-Employment Reference File

Building the information for creating a work history is often overlooked. A history of employment and complete listing of references is of great value for the adult student. This file can be a few sheets of typed information, and can be carried by the job seeker for use in completing employment application forms. In essence, the file is a ready reference for transfer to other forms in the world of work.

SUGGESTED CLASSROOM RESOURCES

Questions to consider:

1. Does the adult student really desire to work?
2. Does the adult student have a specific idea for a career?
3. Is the career goal attainable based on the person's skills?

Once job goals have been defined and work history developed, the ABE teacher can lead the student through these additional activities for improved chances of employment.

Activities:

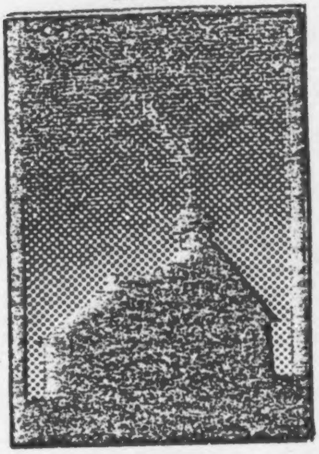
1. Practice with application forms: Obtain blank application forms from a local business, or reprint copies with permission. Provide a blank form to each student, and have them fill out the form in response to a real, locally advertised job. The newspaper, employment office, or company flyers would be a good source for the advertisement. Use the application form to have a discussion on job application terminology.

2. Personnel Manager classroom visit: A good and realistic impression can be developed for the job seeker if a professional

interviewer is able to visit the group. The private profit sector has personnel managers who often conduct job interviews with job seekers. Their background is rich with the examples of the kinds of events and persons that have been a "turn-off" to them. If possible, a role playing exercise with three potential job seekers could be conducted, with a question and answer period at the close of the session. The professional interviewer can provide a realistic picture of what he or she looks for in a job candidate.

3. Preparing a job bulletin board: A bulletin board can be used to collect newspaper want ads, examples of resumes, job application forms, and interview guides. In addition, the number of students who actually obtain jobs can be posted in a conspicuous manner in an effort to remind the students that those who are "trying" are finding work. The display will consciously remind the adult student of the primary objective - getting a job.

CHAPTER
XII



CLOSING THOUGHTS

PLANNING THE FIRST NIGHT

An assortment of planned activities assists the ABE teacher in accomplishing a variety of tasks during the first three hours of evening classes. Interviews, enrollments, diagnosis, and teaching all combine into a hectic schedule. Two distinctly different first night activities presented here can be employed as a guide for the new ABE teacher. Depending on your philosophy concerning Adult Basic Education, we hope that one of the outlines, or a combination of those parts which fit your philosophy, may be of use in planning the first night's events.

The first consideration is to determine how many students are expected to enroll during the first night. Have students called a central phone number to register in advance or have they been invited to come to the first class to register? If students have called a telephone number and pre-registered, for instance, you will have some idea of how many might show up the first night. But if the advertisements, flyers, and handbills were distributed, and you do not have a central contact for registration in advance, you can only arrive early and take the evening as it develops.

The second consideration is to assess what materials you will have available for the first night. It is not uncommon to find that the tests and books which were ordered for ABE classes have not arrived! Orders for ABE materials usually hit the major Adult Education publishing companies in August and they frantically attempt to meet rush requests. Just in case this happens to you, a good plan for surviving the first night is to have a series of short tests in reading comprehension and basic mathematics fundamentals. These can be duplicated at low cost and used to conduct group and individual study sessions.

The third consideration, and maybe the most important of the three presented here, is the need of the student. For an experienced teacher, it is not difficult to fill three hours of first night activities with socializing, general rules, and enrollment procedures. But, in reality, how does a good getting-to-know-you session help an adult who must have the GED certificate of equivalency right away? We're looking at attempting to maintain a balance of group activity with meeting the individual needs of the students.

A fourth consideration helps put the earlier considerations into some focus for planning. The adult student, in having decided to return to a classroom, has certain expectations of what class will be like. He or she probably expects class to be very similar to what class was like when she or he last was in a traditional classroom. That expectation provides a base upon which to build your teaching plans. A general transition from group orientation to individualized instruction and individual focus would probably meet everyone's needs, including yours.

Pre-Session Collection

A few days in advance of the first night, I suggest you collect some of the following materials:

1. Student enrollment folders or enrollment forms. (20-25 copies)
2. Pencils
3. Scratch pads or other papers for scribbling, figuring, spelling

4. A couple of one or two page mathematics tests
5. A list of words to measure spelling ability
6. A couple of comic books for children who happen to end up in class
7. A stack of standardized tests in reading and mathematics
8. A prepared presentation on basic mathematics and English grammar rules (just in case all else fails)
9. A basic word list to quickly determine reading levels of low-level reading adults (the Slosson Oral Reading Test, SORT is quick and reliable)
10. Contact your ABE supervisors to make sure the building will be open
11. Some change for the coke and candy machines.

Welcome

Assuming you are a little nervous too, you should arrive early, arrange your materials, and prepare the room. Your name on the chalkboard, a phone number to call for out-of-class contact, and the name of the class, ABE/GED class, will help.

Then, as adults enter the room, make the first move toward them. A welcome, a hello, and identifying yourself breaks the ice. You might want to introduce yourself as "John Doe" or "Mary Doe" and not use Mr. or Mrs. as a title. Remember you are dealing with adults and sometimes a student calling you by your first name reflects more respect than if he/she called you "Mrs. Doe."

A THOUGHT ON METHODS

The methods employed in Adult Basic Education require flexibility, creativity, sincerity, enthusiasm, and honest openness on the part of the teacher or the facilitator. I use the title "facilitator" because the teacher may have to guide the student or group through a learning activity without having a great depth of subject matter knowledge. An example of this type of facilitation would be a case in which the ABE teacher is certified in English, with no recent preparation in mathematics. A student might ask a question about fractions, numerators, denominators, or improper fractions. As a teacher, you can't be expected to have a mental plan prepared for each specific topic, but you can use the resources you have to discover a solution to the problem. You might, for example, ask someone in the group who seems to have a grasp of fractions. Admitting to the student that fractions give you a problem, too, will help both of you. Together you can search for the solutions.

Our own perceptions about what a teacher should be often cause us to think of ourselves as compentent, knowledgeable, and expert IN OUR CERTIFIED SUBJECT. Once outside that subject, we are in the same leaky boat with everyone else. Do not anticipate that your students will expect you to know everything. Nobody does. Instead expect to be surprised, and anticipate being able to demonstrate how to find information and learning. You can become a motivator by example.

Added to the above thoughts are closing thoughts about teaching adults by using communications. A communications method will involve the individual or group to a point of active thinking and reasoning. For example, a question concerning economics once came up in a CETA GED class. A student asked:

"Why do we use gold as the basis for our money? Why not use rocks or something else?"

My reaction was mixed. He asked a silly question. He is frustrated at not having enough money for himself. He is trying to divert attentio away from a dry, undesirable topic. He is a trouble-maker. What should I do? Ignore the question? Move on with the present topic? Laugh at the question and say something witty?

In answer to the question I said, "Good question. I've never really thought about it. Do you have any ideas about why we use gold instead of rocks?" I REVERSED the question.

I could have said to someone else in the group or to the group in general, "He's asked a good question. Can someone tell us why we use gold instead of rocks?" I could have RELAYED the question to someone else.

By the way, that incident really happened. The communications about a seemingly obvious topic led to laws of supply and demand, precious metals and common elements, and wages and jobs. The session ended up on a high note for me and , I believe, for some of the students.

The example reflects a questioning technique of "reverse" and "relay". When a question is asked, instead of trying to provide an answer, use the opportunity to obtain involvement and learning.

OTHER PROBLEMS AND POSSIBLE SOLUTIONS

The following thoughts are a collection of incidents, topics, and situations that have occurred over the years. Some of them will not apply to your ABE situation, but some of them may. Hopefully, having read about them will help you prepare for your time in ABE.

I. A CALL FOR HELP : If your class is truly individualized, and is fairly large, say twenty or more adults, consider having something on each desk or table that can act as a signal for help. If each desk or table had a small can on it with one end of the can in red and the other in white, one of the colors could be a signal for assistance. Then the student would not have to continually look up to you to catch your eye, or to keep his or her arm in the air until it drops off. By simply turning the red end of the can up, the student can continue with other studies if you are already involved with another student.

II. FEAR OF PASSING: Some students will become secure in the social atmosphere of an ABE class. This feeling of security and the general feeling of belonging can interfere with the student's goal. Because of the conflict, it is possible for a student to put off testing on the GED. If the student passes the test, she or he may feel that they no longer have a valid reason to come to class, and they will actually lose a feeling of belonging by successfully passing the GED. If you determine this "fear of passing" to be based on a need to continue coming to class, you might want to ask the student to return after the GED to help as a volunteer.

III. MARRIAGE CONFLICT: If a husband and wife both enroll in an ABE class for the same goal, such as a GED certificate of equivalency, the wife may find herself hesitant to take the test before her husband tests. Although the situation is more rare today than it was a decade ago, your task is not easy. It is too easy to tell one or the other that he or she is right or wrong. But, who's to say. We work with students for their immediate educational goal and hope to influence other values and generally improve life for them. But getting caught between two people who are both studying for the same test requires patience and understanding. Taking the side of either of them loses one of them. Refusing to take a side keeps them both active and learning

IV. CLASS HOURS: The hours that the ABE class meets sometimes conflict when the life circumstances of the student change. For instance, a student could land a job which creates a conflict in their attendance to class and being at work. If the student is highly motivated, he or she could stop by and pick up assignments and materials, hand in previous work, and continue progress toward a goal.

V. NEGATIVE MOTIVATIONS: Some negative motivations exist in extreme cases. You might find a student who will lose some funding if he or she succeeds in obtaining the GED. In the past, some social programs provided baby-sitter money or other extra income to students who were attending an ABE class. The penalty for educational success was a reduction in extra income, and the motivation to succeed becomes severely impaired. In fact, progress has been known to stop completely, although attendance remained excellent. Direct confrontation may be the only answer in this situation. An explanation that others are waiting to enroll, or that the class is too large to permit one person to take a seat without studying often will do the job for you. Another method might be to simply state that the progress has stopped and you are worried. Let the student make his or her own decision about staying and studying or stopping and dropping.

VI. OLD TEST SCORES: A student may have tested on the GED years ago. If they tested as a civilian, and know the month and year they tested, as well as the state, a letter can get the test scores for you to use in advising them. If they tested while in the military, the attached request (Appendix Q) will get the scores for you. GED test scores do not expire.

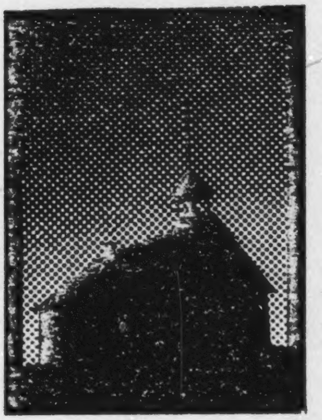
FINAL NOTE

The relationship between the ABE teacher and the adult learner is a dramatic change from the traditional concept of educator and student. The ABE teacher is more of a facilitator of learning than an authority figure in subject content. And the methods used in ABE are really quite different than the methods used in traditional school settings. Adults aren't children. For example, adults have more to lose in self-esteem and ego than children do. Consider the following true example taken from a Tennessee newspaper two years ago:

> "Near the beginning of the course, her instructor called on her to go to the blackboard to work a math problem.
>
> 'My head went to swimming, and I was scared half to death. I didn't like it. I quit and stayed home', she said, recalling the ordeal."

An analysis of this brief report provides some insight into the development of the teacher/learner partnership. With adult students, control through authority becomes replaced with cooperation through concern. Both the ABE teacher and the adult student are learners.

APPENDICES



Appendix A

FIRST SEE INSTRUCTIONS ON FRONT AND BACK

ENROLLMENT: ADULT EDUCATION

A	B	C	D	E	F	
PROJ. NO.	CLASS TYPE	TCHER NO.	YEAR PREVIOUSLY ENROLLED	RE-ENROLLMENT ID # FROM PREVIOUS YR. (Use leading zero if necessary)	ENROLLMENT DATE (This year) MONTH	YEAR
					JAN ○	
					FEB ○	
0 0 0	0	0 0		0 0 0 0 0 0	MAR ○	0 0
1 1 1	1	1 1	○ '82-'83	1 1 1 1 1 1	APR ○	1 1
2 2 2	2	2 2		2 2 2 2 2 2	MAY ○	2 2
3 3 3	3	3 3		3 3 3 3 3 3	JUN ○	3 3
4 4 4	4	4 4	○ '83-'84	4 4 4 4 4 4	JUL ○	4 4
5 5 5	5	5 5		5 5 5 5 5 5	AUG ○	5 5
6 6 6	6	6 6		6 6 6 6 6 6	SEP ○	6 6
7 7 7	7	7 7	○ '84-'85	7 7 7 7 7 7	OCT ○	7 7
8 8 8	8	8 8		8 8 8 8 8 8	NOV ○	8 8
9 9 9	9	9 9		9 9 9 9 9 9	DEC ○	9 9

G

NAME (LAST, Fill in space bubble, FIRST, Fill in space bubble, MI)

○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

BIRTH YEAR	STUDENT SOCIAL SECURITY NUMBER	SEX
0 0	0 0 0 0 0 0 0 0 0	MALE
1 1	1 1 1 1 1 1 1 1 1	○
2 2	2 2 2 2 2 2 2 2 2	
3 3	3 3 3 3 3 3 3 3 3	FEMALE
4 4	4 4 4 4 4 4 4 4 4	○
5 5	5 5 5 5 5 5 5 5 5	
6 6	6 6 6 6 6 6 6 6 6	
7 7	7 7 7 7 7 7 7 7 7	
8 8	8 8 8 8 8 8 8 8 8	
9 9	9 9 9 9 9 9 9 9 9	

IMPORTANT

If student is new this fiscal year, fill in complete enrollment form except box D & E. If student was enrolled in a previous fiscal year, fill in only boxes A, B, C, D, E, F, G. Any current year changes or additional information should also be coded. Use print out for obtaining student I.D. #.

LAST GRADE COMPLETED	
(Use a leading zero if less than 10)	0 0
	1 1
	2 2
	3 3
	4 4
	5 5
	6 6
	7 7
	8 8
	9 9

USE NO. 2 PENCIL ONLY

CORRECT MARK: ○●○

1. STUDENT MAJOR OBJECTIVE THIS CLASS

(SELECT ONE)

○ IMPROVE BASIC SKILLS
○ GED REVIEW
○ E.S.L.
○ U.S. CITIZENSHIP TRAINING
○ SIGN LANGUAGE
○ OTHER

2. STUDENT LONG RANGE GOALS

(ALL APPLICABLE)

○ EIGHTH GRADE CERTIFICATE
○ GENERAL EDUCATION DEVELOPMENT (GED)
○ COLLEGE
○ VOCATIONAL TRAINING
○ U.S. CITIZENSHIP
○ GET A JOB (UNEMPLOYED NOW)
○ GET A BETTER JOB (EMPLOYED NOW)
○ SELF-IMPROVEMENT

3. REFERRED BY (SELECT ONE)

○ RADIO
○ T.V.
○ OTHER STUDENT IN PROGRAM
○ PREVIOUS ENROLLMENT
○ FRIEND OR RELATIVE
○ NEWSPAPER
○ CHURCH
○ POSTER, FLYER, LETTER
○ BUSINESS AND INDUSTRY
○ MANPOWER TRAINING
○ HOSPITAL/DOCTOR
○ LABOR UNION
○ VOLUNTARY ORGANIZATIONS
○ COMMUNITY ORGANIZATIONS
○ HEALTH AGENCIES
○ LIBRARIES
○ INSTITUTIONS FOR HANDICAPPED
○ CORRECTIONAL INSTITUTIONS
○ ANTIPOVERTY PROGRAMS
○ BOARD OF EDUCATION
○ ADULT EDUCATION STAFF
○ GED TESTING CENTER
○ COLLEGE
○ VOCATIONAL SCHOOL
○ MILITARY/V.A.
○ OTHER

4. RACE AND SELECTED ETHNIC GROUPS

(SELECT ONE)

○ AMERICAN INDIAN/ALASKAN NATIVE
○ BLACK
○ ASIAN OR PACIFIC ISLANDER
○ HISPANIC
○ WHITE
○ OTHER

5. EMPLOYMENT STATUS

(SELECT ONE)

○ EMPLOYED
○ UNEMPLOYED AND NOT CURRENTLY SEEKING EMPLOYMENT (housewife, retired, disabled, or institutionalized)
○ UNEMPLOYED AND SEEKING EMPLOYMENT

0078543

DO NOT MARK IN THIS AREA

NCS Trans-Optic ES10 12759:321

COMPLETE OTHER SIDE

109

GENERAL INSTRUCTIONS

All Forms

1. Please use a No. 2 lead pencil only.
2. Pencil in the circle completely with pressure.
3. If a mistake is made, erase cleanly.

Enrollment Instructions

1. An enrollment form should be completed for each student.
2. Please supply answers for all questions.
3. Project number: Each program is assigned a three digit project code number. Refer to Master Code Lists for your number.
4. Class type: Select one of the following numbers for the student's class type
   - 0 ABE CLASS (mixture of functioning levels)
   - 1 GED CLASS (all students functioning 9th grade and above)
   - 2 LEARNING CENTER
   - 3 PARAPROFESSIONAL HOME INSTRUCTOR
   - 4 ESL CLASS
   - 5 SIGN LANGUAGE CLASS
   - 6 VOLUNTEER TUTOR
5. TEACHER CODE NUMBER
   The program supervisor is to assign a unique number to each staff person, beginning with 01, then 02, 03, etc. Use your number for forms completed on your students.
6. SOCIAL SECURITY NUMBER
   Please acquire a social security number if at all possible.
7. Dept. of Labor Income Status
   (Question #7)
   Refer to income reference chart for cut off levels.

ENROLLMENT CONTINUED

6. INCOME MAJOR SOURCE
(Student only)

(SELECT ONE)
Do not include employment of spouse.

○ JOB OR SELF EMPLOYED
○ JOB TRAINING OR WORK EXPERIENCE PROGRAM
○ SAVINGS
○ UNEMPLOYMENT COMP
○ WELFARE, ADC, DISABILITY OTHER PUBLIC ASSISTANCE
○ SOCIAL SECURITY
○ OTHER RETIREMENT
○ VETERANS ASSISTANCE (VA)
○ OTHER SOURCE
○ NO INCOME

7. DEPT. OF LABOR INCOME STATUS
(see reference chart)

○ ABOVE
○ BELOW

8. TOTAL NUMBER OF DEPENDENT CHILDREN

⓪
①
②
③
④
⑤
⑥
⑦
⑧
⑨

9. ENROLLMENT STATUS
(ALL APPLICABLE)

○ NEW ENROLLMENT IN ADULT EDUCATION
○ PREVIOUSLY ENROLLED IN ADULT BASIC EDUCATION/ GED PROGRAM
○ PREVIOUSLY OR CURRENTLY ENROLLED IN A VOCATIONAL PROGRAM

10. NUMBER OF YEARS OUT OF SCHOOL
(Use a leading zero if less than 10)

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

11. OTHER STUDENT INFORMATION

(ALL APPLICABLE)

○ HANDICAPPED (physical or mental)
○ IMMIGRANT/REFUGEE
○ CORRECTIONAL FACILITY
○ INSTITUTIONALIZED (other than corrections)

12. FUNCTIONAL LEVEL OF STUDENT
(Determine by lowest subject area of test scores)

(SELECT ONE)

○ 0–3.9 GRADE LEVEL
○ 4.0–8.9 GRADE LEVEL
○ 9.0 PLUS GRADE LEVEL

END
ENROLLMENT QUESTIONS

DETACH AT PERFORATED LINE

IMPORTANT: Record student name on separation form. Then detach enrollment form on perforated line. Submit all enrollments monthly. File separation form in student's individual file until he/she separates.

Department of Labor

Income Status

Question No. 7 – Enrollment Form

Use the income figures listed below to determine if a student is above or below the Lower Living Standard Income Level.

Size of Family Unit	Nonfarm Family	*Farm Family
1	$ 4,860	$ 4,131
2	6,540	5,559
3	8,220	6,987
4	9,900	8,415
5	11,580	9,843
6	13,260	11,271
For each additional family member add:		
	$ 1,680	$ 1,428

* A farm family is defined as a family unit living in a rural territory outside the corporate limits of a city with a population of 2,500 or more on places with more than 10 acres with annual sales of farm products of $250 or more.

Appendix C.

SEPARATION: ADULT EDUCATION

If student was enrolled a previous year and you did not code their old ID # and previous year on the enrollment form, please do so here.

RE-ENROLLMENT ID # FROM PREVIOUS YR. (Use leading zero if necessary)						YEAR PREVIOUSLY ENROLLED
⓪	⓪	⓪	⓪	⓪	⓪	
①	①	①	①	①	①	○ '82-'83
②	②	②	②	②	②	
③	③	③	③	③	③	
④	④	④	④	④	④	○ '83-'84
⑤	⑤	⑤	⑤	⑤	⑤	
⑥	⑥	⑥	⑥	⑥	⑥	
⑦	⑦	⑦	⑦	⑦	⑦	○ '84-'85
⑧	⑧	⑧	⑧	⑧	⑧	
⑨	⑨	⑨	⑨	⑨	⑨	

13. METHOD OF PLACEMENT IN THIS PROGRAM
(SELECT ONE)

○ STANDARDIZED TEST, OR INVENTORY
○ TEACHER MADE TEST
○ PERSONAL INTERVIEW and/or TEACHER OBSERV.

SEE INSTRUCTIONS ON BACK OF THIS PAGE

14. ENTRY TEST INSTRUMENT USED
(SELECT ONE)

○ TABE–E (Form 1 or 2)
○ TABE–E (Form 3 or 4)
○ TABE–M (Form 1 or 2)
○ TABE–M (Form 3 or 4)
○ TABE–D (Form 1 or 2)
○ TABE–D (Form 3 or 4)
○ GEPI
○ GED PRACTICE TEST
○ OTHER
○ NONE OR NO TESTING POSSIBLE

16. EXIT TEST INSTRUMENT USED
(SELECT ONE)

○ TABE–E (Form 1 or 2)
○ TABE–E (Form 3 or 4)
○ TABE–M (Form 1 or 2)
○ TABE–M (Form 3 or 4)
○ TABE–D (Form 1 or 2)
○ TABE–D (Form 3 or 4)
○ GEPI
○ GED PRACTICE TEST
○ OTHER
○ NONE OR NO TESTING POSSIBLE

SEPARATION DATE		
MONTH	YEAR	
JAN ○		
FEB ○		
MAR ○	⓪	⓪
APR ○	①	①
MAY ○	②	②
JUN ○	③	③
JUL ○	④	④
AUG ○	⑤	⑤
SEP ○	⑥	⑥
OCT ○	⑦	⑦
NOV ○	⑧	⑧
DEC ○	⑨	⑨

15A. ENTRY TEST GRADE LEVEL RESULTS
(For TABE, CAT, or other test yielding grade levels)
(Use a leading zero if less than 10.0)

a. TOTAL READING			b. TOTAL MATH			c. TOTAL LANGUAGE			d. TOTAL (AVERAGE)		
YRS		MO	YRS		MO	YRS		MO	YRS		MO
		.			.			.			.
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

17A. EXIT TEST GRADE LEVEL RESULTS
(For TABE, CAT, or other test yielding grade levels)
(Use a leading zero if less than 10.0)

a. TOTAL READING			b. TOTAL MATH			c. TOTAL LANGUAGE			d. TOTAL (AVERAGE)		
YRS		MO	YRS		MO	YRS		MO	YRS		MO
		.			.			.			.
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

NAME (Last, First, M.I.)	PROJECT #	CLASS TYPE	TEACHER #

15B. ENTRY TEST SCORE RESULTS
(For GED Practice Test, GEPI, or other test yielding "GED-type" scores)

a. WRITING		b. SOCIAL STUDIES		c. SCIENCE		d. READING		e. MATH		f. AVERAGE SCORE	
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

17B. EXIT TEST SCORE RESULTS
(For GED Practice Test, GEPI, or other test yielding "GED-type" scores)

a. WRITING		b. SOCIAL STUDIES		c. SCIENCE		d. READING		e. MATH		f. AVERAGE SCORE	
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

COMPLETE OTHER SIDE

SEPARATION CONTINUED

18. TOTAL INSTRUCTION HOURS AT SEPARATION

(Use a leading zero or zeros if necessary).

⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

19. FUNCTIONAL EXIT LEVEL
(Determine by lowest subject area of test scores)
(SELECT ONE)

○ 0–3.9 GRADE LEVEL

○ 4.0–8.9 GRADE LEVEL

○ 9.0 PLUS GRADE LEVEL

20. PARTICIPANT ACHIEVEMENTS
(ALL APPLICABLE)

a. EDUCATIONAL

○ IMPROVED BASIC SKILLS FOR PERSONAL SATISFACTION AND INCREASED SELF-CONFIDENCE

○ LEARNED TO READ FOR THE FIRST TIME

○ WERE LEVEL 1 AND LEARNED READING, WRITING

○ WERE LEVEL 1 AND LEARNED MATH SKILLS

○ OBTAINED AN ADULT HIGH SCHOOL DIPLOMA (CARNEGIE UNITS)

○ PASSED GED TEST

○ LEARNED THE ENGLISH LANGUAGE (FOR PARTICIPANTS WHOSE PRIMARY LANGUAGE IS NOT ENGLISH)

○ RECEIVED 8th GRADE EQUIVALENCY

○ IN PROCESS OF TAKING THE GED

b. PERSONAL ENRICHMENT

○ OBTAINED OR IMPROVED COMPETENCIES IN: GOVT. & LAW

○ COMMUNITY RESOURCES

○ CONSUMER ECONOMICS

○ PARENTING

○ OCCUPATIONAL KNOWLEDGE

○ HEALTH CARE

c. ECONOMIC

○ ENTERED ANOTHER EDUCATION/TRAINING PROGRAM

○ OBTAINED A JOB

○ OBTAINED A BETTER JOB OR SALARY INCREASE

○ WERE REMOVED FROM PUBLIC ASSISTANCE

d. SOCIETAL

○ RECEIVED U.S. CITIZENSHIP

○ REGISTERED OR VOTED FOR FIRST TIME

e. OTHER ACHIEVEMENTS

○ PLANS TO CONTINUE EDUCATION

○ OBTAINED FIRST DRIVERS LICENSE

○ DEVELOPED INITIATIVE AND SELF-ASSURANCE

○ IMPROVED PERSONAL APPEARANCE

○ RECRUITED OTHER STUDENTS

○ HELPED CHILDREN WITH SCHOOL WORK FOR FIRST TIME

DETACH AT PERFORATED LINE →

21. OTHER SERVICES PROVIDED
(ALL APPLICABLE)

○ JOB REFERRAL

○ TRAINING REFERRAL

○ COUNSELING

○ DAY CARE

○ TRANSPORTATION

○ BILINGUAL INSTRUCTION

○ HOMEBASED INSTRUCTION

○ CORRESPONDENCE INSTRUCTION

○ TUTORIAL INSTRUCTION

○ COMMUNITY AGENCY REFERRAL

22. REASONS FOR PROGRAM EXIT
(SELECT ONE)

○ COMPLETED THEIR OBJECTIVES

○ END OF PROGRAM YEAR

○ HEALTH REASONS

○ CHILD CARE/FAMILY PROBLEMS

○ TRANSPORTATION PROBLEMS

○ CLASS TIME/LOCATION OR MOVED

○ LACK OF INTEREST

○ OTHER KNOWN REASON

○ UNKNOWN REASONS

END SEPARATION QUESTIONS

GENERAL INSTRUCTIONS – All Forms

1. Please use a No. 2 lead pencil only.
2. Pencil in the circle completely with pressure.
3. If a mistake is made, erase cleanly.

SEPARATION INSTRUCTIONS

1. A separation form should be completed for each student.
2. Please supply answers for all questions.

■■■■○○■■○■○○■■○○■○○○○○○○○ 0078543

DO NOT MARK IN THIS AREA

Appendix D

Trouble Shooter Sheet
for
ABE Data Forms

This is to handle questions that may come up in your program.

	Situation	Procedure
1.	People who enroll in more than one class type.	Teachers fill out forms in each situation. Be sure to get S.S.#.
2.	When do teachers consider a student dropped?	Wait 30 days, then contact if possible, then drop if not coming back.
3.	Student enrolls, drops, then comes back later.	Teacher fills out new forms. Be sure to get S.S.#.
4.	Teacher only got a partial T.A.B.E. or Practice GED score.	Record only the partial. Do not record an average score.
5.	Enrollment Form - Question #1 Students say they are coming in for GED review, yet they have academic areas that are below 9.0 on a test.	Code major objective as "improve basic skills." Then code Question #2, Long Range Goal, appropriately.
6.	Enrollment Form - Question #10 A student dropped out of school less than one year ago	Code "one year."
7.	Enrollment Form - Question #12 What to code for Sign Language and ESL students?	If beginning sign language or ESL, code 0-3.9. If intermediate, code 4.0-8.9.
8.	Separation Form - Question #20 What does "Level I" mean?	Anyone functioning below 9.0 grade level on any subject area of test scores.
9.	Teacher Numbers	A form is provided to each program with numbers in sequential order. Please have supervisors list everyone in sequential order.
10.	Learning Centers - If there are assistants and everyone is coding forms, which teacher # is recorded on student forms?	Use L.C. Coordinator's teacher code on all student enrollment and separation forms (for consistancy)
11.	When do teachers turn forms in to supervisors and when do supervisors mail forms to State Department?	Teachers give forms to supervisors on last working day in month. Supervisors make sure all teachers are accounted for, check for project #'s, teacher #,s, and class types.

12.	How do supervisors mail forms to State Department?	Teachers should turn in forms to supervisors with enrollments and separations in 2 piles with all forms facing same direction. Supervisors put all of one month's forms in box or large envelope. Mark package # on outside of package. Record in their mailing log and send. Secure package so it won't break open.
13.	Large program, too many forms for one package.	Send in two packages with a different package number on each.
14.	If forms are hand carried and not mailed	Fill in mailing log anyway. Mark # on package.

Appendix E

Personal Data

Street
City State Zip
Telephone
Social Security No.
Age D.O.B.
Age Group 1 2 3 4 SEX M F
Race W B SA AI. HS O
Marital Status S D W M
Number of Children
U.S. Citizen YES NO
Grade Completed 1 2 3 4 5 6 7 8 9 10 11 12
Participated in AE class before YES NO
Receiving Public Assistance YES. NO
Veteran YES NO D.O.D.
Work Status E UE EP
Spouse's Name
Emergency Contact
Street
City State ZIP
Telephone
Comments

Diagnostic Summary

Date	Name of Test	Score	GPA	Date	Name of Test	Score	GPA	Growth

Student Achievement Profile

Reading 1 2 3 4 5 6 7 8 9 10 11 12 13
Have ______ Need ______ Difference ______

Mathematics 1 2 3 4 5 6 7 8 9 10 11 12 13
Have ______ Need ______ Difference ______

Language 1 2 3 4 5 6 7 8 9 10 11 12 13
Have ______ Need ______ Difference ______

Spelling 1 2 3 4 5 6 7 8 9 10 11 12 13
Have ______ Need ______ Difference ______

GED Test Results

Test	Date	Prediction Score	Test	Date	1st	Date	2nd	Date	3rd
1 English			1						
2 Social Studies			2						
3 Gen. Science			3						
4 Literature			4						
5 Math			5						
Standard Score									

te	Initial	Teacher's Check List	GPA	Date	Initial	Student's Goals	Date	Initial
		Interview	Reading			8th Grade Equivalency		
		Enrollment Form				High School GED		
		Prepare Student Work Folder				CLEP		
		Pre-Test Tabe (E) (M) (D) Form	Math			Ky. Written Driver's Test		
		Prescription				Citizenship		
		GED Testing Schedule				Removal From Public Assistance		
		AE-6 Form	English			Obtain A Job		
		Rolidex Card				Job Promotion		
104		KET Schedule				Register to Vote for First Time		
		Student Information Booklet	Spelling			Enroll in College		
		MALC Evaluation Form				Enroll in Vocational School		
		College Counseling				Enlist in Military		
		Vocation Counseling	Total			Effective Reading		
		Student Exit				Other		

te ued	Initial	Quantity	Description of Instructional Materials/Supplies	Publisher	Date Returned	Initial

Appendix F

PUBLISHERS OF ABE MATERIALS

1. Barnell Loft
958 Church Street
Baldwin, NY 11510
516-868-6064
1-800-645-6505

2. Cambridge Book Company
Robert Miller, Rep.
888 Seventh Ave.
New York, NY 10022
212-957-5300
1-800-221-4600

3. Contemporary Book Inc.
Wendy Harris, Rep.
180 N. Michigan Ave.
Chicago, IL 60601
312-782-9181

4. CTB/McGraw Hill
2001 Wilshire Blvd., No. 305
Santa Monica, CA 90401
213-829-9972
1-800-538-9547

5. Literacy Volunteers of America
Midtown Plaza, Room 623
700 East Water Street
Syracuse, NY 13210

6. McGraw Hill
1221 Avenue of the Americas
New York, NY 10020
212-997-1221
1-800-421-4530

7. Scott Foresman Life Long Learning Division
1900 E. Lake Avenue
Glenview, IL 60025
312-729-3000
1-800-323-5482

8. Jamestown Publishers
P.O. Box 6743
Providence, RI 02940
401-351-1915

9. New Readers Press
Division of Laubach Literacy International
Box 131,
Syracuse, NY 13210
315-422-9121

10. Steck-Vaughn Company
Jim Stubblefield, Rep.
6 Rockland Court
Frankfort, KY 40601
502-227-7148
1-800-531-5015

Appendix G

SPECIAL ADULT CENSUS REPORT

EDUCATIONAL ATTAINMENT OF ADULTS IN KENTUCKY - 1980

COUNTY	3,660,777 Total Population	Adults 25 Years of Age & Older				
		2,086,691 Adult Population	653,784 K - 8	324,350 9 - 11	1,108,557 HS-Above	53.1% H.S. Grads
Adair	15,233	9,291	4,850	1,228	3,213	34.6%
Allen	14,128	8,779	4,271	1,126	3,382	38.5%
Anderson	12,567	7,393	2,475	1,196	3,722	50.3%
Ballard	8,798	5,521	1,636	935	2,950	53.4%
Barren	34,009	20,684	8,891	2,690	9,103	44.0%
Bath	10,025	5,908	2,933	874	2,101	35.6%
Bell	34,330	19,319	9,610	2,717	6,992	36.2%
Boone	45,842	25,095	4,492	4,214	16,389	65.3%
Bourbon	19,405	11,628	3,622	1,771	6,235	53.6%
Boyd	55,513	33,759	8,187	5,669	19,903	59.0%
Boyle	25,066	14,648	4,183	2,326	8,139	55.6%
Bracken	7,738	4,627	1,838	768	2,021	43.7%
Breathitt	17,004	8,776	4,223	1,305	3,248	37.0%
Brechinridge	16,861	9,892	4,367	1,363	4,162	42.1%
Bullitt	43,346	22,177	5,951	4,477	11,749	53.0%
Butler	11,064	6,504	3,421	834	2,249	34.6%
Caldwell	13,473	8,625	2,996	1,356	4,273	49.5%
Calloway	30,031	16,883	4,497	2,284	10,102	59.8%
Campbell	83,317	47,773	12,565	8,623	26,585	55.6%
Carlisle	5,487	3,457	1,110	532	1,815	52.5%
Carroll	9,270	5,517	1,842	1,108	2,567	46.5%
Carter	25,060	13,753	6,285	2,245	5,223	38.0%
Casey	14,818	8,665	4,784	1,002	2,879	33.2%
Christian	66,878	32,876	8,263	4,736	19,877	60.5%
Clark	28,322	16,521	4,765	2,522	9,234	55.9%
Clay	22,752	11,718	7,020	1,466	3,232	27.6%
Clinton	9,321	5,585	3,089	795	1,704	30.5%
Crittenden	9,207	5,776	2,310	844	2,622	45.4%
Cumberland	7,289	4,551	2,792	437	1,322	29.0%
Daviess	85,949	48,965	11,076	7,883	30,006	61.3%
Edmonson	9,962	5,772	2,757	965	2,050	35.5%
Elliott	6,908	3,742	2,059	512	1,171	31.3%
Estill	14,495	8,301	4,190	926	3,185	38.4%
Fayette	204,165	115,055	18,264	14,434	82,357	71.6%
Fleming	12,323	7,326	3,537	845	2,944	40.2%
Floyd	48,764	26,961	12,373	3,838	10,750	39.9%
Franklin	41,830	25,064	5,700	3,327	16,037	64.0%
Fulton	8,971	5,494	1,858	1,156	2,481	45.2%
Gallatin	4,842	2,761	1,018	551	1,192	43.2%
Garrard	10,853	6,741	2,484	1,257	3,000	44.5%
Grant	13,308	7,630	2,596	1,293	3,741	49.0%
Graves	34,049	21,686	6,976	3,874	10,836	50.0%
Grayson	20,854	12,203	5,990	1,670	4,543	37.2%
Green	11,043	6,918	3,820	637	2,461	35.6%
Greenup	39,132	22,402	6,062	3,545	12,795	57.1%
Hancock	7,742	4,253	1,233	587	2,433	57.2%
Hardin	88,917	39,986	8,372	5,012	26,602	66.5%
Harlan	41,889	22,992	10,377	3,838	8,777	38.2%
Harrison	15,166	9,271	3,222	1,704	4,345	46.9%
Hart	15,402	9,123	4,357	1,375	3,391	37.2%
Henderson	40,849	23,811	5,989	4,196	13,626	57.2%

SPECIAL ADULT CENSUS REPORT

COUNTY	Total Population	Adults 25 Years of Age & Older				
		Adult Population	K - 8	9 - 11	HS-Above	% H.S. Grads.
Henry	12,740	7,776	2,645	1,171	3,960	50.9%
Hickman	6.065	3.830	1.160	632	2,038	53.2%
Hopkins	46.174	27.410	9.403	4.386	13.621	49.7%
Jackson	11.996	6.693	4.182	821	1.690	25.3%
Jefferson	685,004	406,868	77,865	70,096	258,907	63.6%
Jessamine	26,146	14,032	3,692	1,963	8,377	59.7%
Johnson	24,432	13,944	6,234	1,741	5,969	42.8%
Kenton	137,058	78,036	17,891	14,109	46,036	59.0%
Knott	17,940	9,283	4,703	1,224	3,356	36.2%
Knox	30,239	16,552	8,424	2,165	5,963	36.0%
Larue	11,922	7,232	2,920	1,136	3,176	43.9%
Laurel	38,982	21,732	9,446	3,053	9,233	42.5%
Lawrence	14,121	7,982	3,902	1,204	2,876	36.0%
Lee	7,754	4,544	2,261	713	1,570	34.6%
Leslie	14,882	7 448	4,094	1,074	2,280	30.6%
Letcher	30,687	16,618	7,735	2,591	6,292	37.9%
Lewis	14,545	7,805	4,268	961	2,576	33.0%
Lincoln	19,053	11,159	5,078	1,956	4,125	37.0%
Livingston	9,219	5,723	1,887	924	2,912	50.9
Logan	24,138	14,495	5,632	2,330	6,533	45.1%
Lyon	6,490	4,373	1,339	669	2,365	54.1%
McCracken	61,310	38,193	8,437	5,739	24,017	62.9%
McCreary	15,634	8,145	4,563	1,240	2,342	28.8
McLean	10,090	6,149	2,230	1,023	2,896	47.1%
Madison	53,352	26,152	7,958	3,838	14,356	54.9%
Magoffin	13,515	6,841	3,761	1,022	2,058	30.1%
Marion	17,910	9,606	3,719	1,577	4,310	44.9%
Marshall	25,637	16,184	4,613	2,439	9,132	56.4%
Martin	13,925	6,874	3,465	1,040	2,369	34.5%
Mason	17,765	10,708	3,616	1,826	5,266	49.2%
Meade	22,854	11,623	2,605	1,557	7,461	64.2%
Menifee	5,117	2,761	1,514	368	879	31.8%
Mercer	19,011	11,520	3,558	1,942	6,020	52.3%
Metcalfe	9,484	5,730	3,180	656	1,894	33.1%
Monroe	12,353	7,454	4,246	791	2,417	32.4%
Montgomery	20,046	11,405	4,261	1,801	5,343	46.9%
Morgan	12,103	6,679	3,708	935	2,036	30.5%
Muhlenberg	32,238	18,947	7,035	3,427	8,485	44.8%
Nelson	27,584	14,802	4,413	2,103	8,286	56.0%
Nicholas	7,157	4,329	1,694	816	1,819	42.0%
Ohio	21,765	12,863	4,927	2,269	5,667	44.1%
Oldham	27,795	15,523	2,652	2,109	10,757	69.3%
Owen	8,924	5,400	2,200	988	2,272	41.6%
Owsley	5,709	3,237	1,927	361	949	29.3%
Pendleton	10,989	6,238	2,254	1,024	2,960	47.5%
Perry	33,763	17,943	8,600	2,655	6,688	37.3%
Pike	81,123	43,649	19,758	7,182	16,708	38.3%
Powell	11,101	5,973	3,035	906	2,032	34.0%
Pulaski	45,803	27,175	11,725	3,365	12,085	44.5%
Robertson	2,265	1,424	642	203	579	40.7%
Rockcastle	13,973	8,008	4,255	1,000	2,753	34.4%
Rowan	19,049	9,205	3,369	1,145	4,691	51.0%
Russell	13,708	8,384	4,099	1,146	3,139	37.4%
Scott	21,813	12,203	3,480	1,993	6,730	55.2%

SPECIAL ADULT CENSUS REPORT

		Adults 25 Years of Age & Older				
COUNTY	Total Population	Adult Population	K - 8	9 - 11	HS-Above	% H.S. Grads.
Shelby	23,328	13,909	3,937	2,312	7,660	55.1%
Simpson	14,673	8,586	2,810	1,500	4,276	49.8%
Spencer	5,929	3,455	1,518	566	1,371	39.7%
Taylor	21,178	12,533	5,309	1,693	5,531	44.1%
Todd	11,874	7,090	3,219	944	2,927	41.3%
Trigg	9,384	5,956	2,200	839	2,917	49.0%
Trimble	6,253	3,699	1,103	775	1,821	49.2%
Union	17,821	8,864	2,134	1,730	5,000	56.4%
Warren	71,828	38,216	9,718	5,086	23,412	61.3%
Washington	10,764	6,135	2,385	932	2,818	45.9%
Wayne	17,022	9,759	5,737	1,132	2,890	29.6%
Webster	14,832	8,902	3,045	1,644	4,213	47.3%
Whitley	33,396	18,554	8,173	2,861	7,520	40.5%
Wolfe	6,698	3,688	2,135	563	990	26.8%
Woodford	17,778	10,267	2,523	1,500	6,244	60.8%

Compiled from statistics supplied in the 1980 Census of Kentucky, Volume II: Detailed Social Economic Characteristics; The State and Counties, November, 1982.

and

Adult Education, State of the Art in the Commonwealth of Kentucky, compiled by Dr. B. Glen Davis, Unit Director, Division of Adult Education, Kentucky Department of Education.

Appendix H

PERC AUDITORY DISCRIMINATION TEST
Short Form

STUDENT______________________________ AGE_______________

EXAMINER_____________________________ DATE______________

DIRECTIONS: Ask if pairs of words sound "the same" or "not the same" All words used having meaning. Be sure to face so the student cannot see your mouth.

1. cake-cake
2. win-wing (in-ing)
3. fish-fish
4. bowl-boil (ō-oi)
5. shop-chop (sh-ch)
6. pig-pig
7. whiff-with (f-th)
8. vet-wet (v-w)
9. ink-ink
10. piano-piano
11. hold-hold
12. cone-comb (n-m)
13. tree-tree
14. pool-pull (o͞o-óo)
15. door-door
16. think-thick (ingk-ik)
17. safe-save (f-v)
18. yell-yell
19. clown-crown (cl-cr)
20. three-three
21. puppy-puppy
22. leer-year (l-y)
23. white-white
24. lame-lame
25. tag-tack (g-k)
26. hit-it (h-)
27. car-car
28. stock-stuck (o-u)
29. brown-brown
30. then-den (th-d)
31. loan-lawn (ō-o)
32. thumb-thumb
33. train twain (tr-tw)
34. five-five
35. meant-mend (nt-nd)
36. dug-jug (d-j)
37. boat-boot (ō-o͞o)
38. hand-hand
39. child-child
40. etch-edge (ech-ej)
41. swim-swim
42. cot-caught (o-ô)
43. loaf-loaf
44. band-bend (ă-ĕ)
45. cap-cab (p-b)
46. sand-sand
47. what-what
48. ban-van (b-v)
49. coats-coax (ts-x)
50. quit-wit (kw-w)
51. chin-chin
52. wind-wind
53. mouse-mouth (s-th)
54. ten-tin (e-i)
55. fool-fool
56. cash-catch (sh-ch)
57. dawn-down (o-ou)
58. wave-wave
59. bone-bone
60. luck-look (ú-óo)

VOWELS: 4 14 28 31 37 42 44 54 57 60

INITIAL CONSONANTS: 5 8 19 22 26 30 33 36 48 60

FINAL CONSONANTS: 2 7 12 16 17 25 35 40 45 49 56

Appendix I

"Keep a record from year to year" **SLOSSON ORAL READING TEST (SORT)**

READING LEVEL

SCHOOL GRADE

NAME ________________ (LAST, FIRST, MIDDLE) AGE _____ DATE __________

SCHOOL ________________

EXAMINER ________________

List P (20)

1. see
2. look
3. mother
4. little
5. here
6. can
7. want
8. come
9. one
10. baby
11. three
12. run
13. jump
14. down
15. is
16. up
17. make
18. ball
19. help
20. play

____

List 1 (40)

1. with
2. friends
3. came
4. horse
5. ride
6. under
7. was
8. what
9. bum
10. live
11. very
12. puppy
13. dark
14. first
15. wish
16. basket
17. food
18. road
19. hill
20. along

____

List 2 (60)

1. game
2. hide
3. grass
4. across
5. around
6. breakfast
7. field
8. large

SAMPLE COPY

11. happen
12. farmer
13. river
14. lunch
15. sheep
16. hope
17. forest
18. stars
19. heavy
20. station

____

List 3 (80)

1 safe
2 against
3 smash
4 reward
5 evening
6 stream

10 desire
11 ocean
12 bench
13 damp
14 timid
15 perform
16 destroy
17 delicious
18 hunger
19 excuse
20 understood

____

List 4 (100)

1 harness
2 price
3 flakes
4 silence
5 develop
6 promptly
7 serious
8 courage
9 forehead
10 distant
11 anger
12 vacant
13 appearance
14 speechless
15 region
16 slumber
17 future
18 claimed
19 common
20 dainty

____

List 5 (120)

1 cushion
2 generally
3 extended
4 custom
5 tailor
6 haze
7 gracious
8 dignity
9 terrace
10 applause
11 jungle
12 fragrant
13 interfere
14 marriage
15 profitable
16 define
17 obedient
18 ambition
19 presence
20 merchant

____

List 6 (140)

1 installed
2 importance
3 medicine
4 rebellion
5 infected
6 responsible
7 liquid
8 tremendous
9 customary
10 malicious
11 spectacular
12 inventory
13 yearning
14 imaginary
15 consequently
16 excellence
17 dungeon
18 detained
19 abundant
20 compliments

____

List 7 (160)

1 administer
2
3

SAMPLE COPY

4 counterfeit
5 crisis
6 industrious
7 approximate
8 society
9 architecture
10 malignant
11 pensive
12 standardize
13 exhausted
14 reminiscence
15 intricate
16 contemporary
17 attentively
18 compassionate
19 complexion
20 continuously

____

List 8 (180)

4 antique
5 twilight
6 memorandum
7 whimsical
8 proportional
9 intangible
10 formulated
11 articulate
12 deprecate
13 remarkably
14 contrasting
15 irrelevance
16 supplement
17 inducement
18 nonchalant
19 exuberant
20 grotesque

____

High School (200)

uverse
fable
mpressible
4 excruciating
5 pandemonium
6 scrupulous
7 primordial
8 chastisement
9 sojourn
10 panorama
11 facsimile
12 auspicious
13 contraband
14 envisage
15 futility
16 enamoured
17 gustatory
18 decipher
19 inadequacy
20 simultaneous

____

SCORE

List P ________
List 1 ________
List 2 ________
List 3 ________
List 4 ________
List 5 ________
List 6 ________
List 7 ________
List 8 ________
List H. S. ________

Raw Score ________

(Total number of correct words including the words below starting level.)

Takes about 3 minutes
to give and to score.

Keep this test in
safe drawer or file.

SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .95 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficie
can be used at frequent inter
with these particular words

SAMPLE COPY

shows that this Oral Reading Test
;, providing no specific coaching
be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: *"I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can."* (Indicate at what list to start.) *"When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."*

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: *"Look quickly down this list and read the words you think you know."*

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	H.S.

Slosson Educational Publications, Inc.

(Rv.3/77)
AE-6

APPLICATION

Complete in triplicate. Distribute as follows: One copy each to:
1 - Testing Center
2 - Local superintendent's file
3 - Adult Education Unit, State Department of Education, Frankfort, Kentucky 40601
(MUST BE RECEIVED BEFORE CERTIFICATE WILL BE ISSUED)

TO: Superintendent____________________
School District____________________
Address____________________

In accordance with the rules and regulations of the State Board of Education entitling me to consideration for a High School Equivalency Certificate, I hereby make application to the superintendent of schools of Kentucky school district in which I was last regularly enrolled, or to the superintendent of schools of my established residence.

Section I. Information to be supplied by applicant. (Each item must be completed)

Name:____________________ Present Address:____________________
Last First Middle or Maiden

Are you a legal resident of Kentucky? Yes____ No____ Permanent Address:____________________

Date of birth:____________________

Circle highest grade completed in school: 6 7 8 9 10 11

Were you last enrolled in school in Kentucky? Yes____ No____

School last attended in which you were regularly enrolled:____________________

____________________ Address:____________________

(ONE ITEM MUST BE CHECKED)

Attended an Adult Basic Education class or learning center.____________________
Viewed TV High School Program (GED).____________________
Neither of the above two.____________________

Signature of Applicant____________________
Date____________________

KDE-DCC APPROVED
4510-291

Section II. Information to be supplied by local school superintendent.

Minimum age: The GED test shall be administered to any person seventeen (17) years of age or older who has been out of a formal classroom situation for a period of one (1) year before making application, or whose high school class (the class of which he was or would have been a member) has graduated.

Month ____________ Day ____________ Year ____________
Date of Withdrawal From Formal Classroom Situation

Month ____________ Day ____________ Year ____________
Date That Applicants High School Class Graduated

To: ______________________________ Address: ______________________________
(Testing Center)

I have examined the information contained in this application, and certify it to be correct. You are authorized to admit and examine the applicant and certify results to the Adult Education Unit, State Department of Education, Frankfort, Kentucky.

______________________________ ______________________________
Signature of Local School Superintendent Date

____
School District

____

____

NOTE: This application must be signed by the superintendent

ADULT BASIC EDUCATION CASE STUDY

Ed Brown has been attending adult education classes for fifteen (15) weeks. Although he has missed three (3) nights of class, his attendance has been regular. During class he appeared to have a great interest in studying and often asked questions about his materials. His TABE scores at the beginning of class were: Reading - 10.3; Language - 9.8; and Mathematics 7.5. If Ed passed the GED it would mean an upgrade in his work position and an increase in pay. He was serious most of the time, but had often said that "math is my downfall".

As he got ready to take the GED, his TABE scores were: Reading - 10.5; Language - 10.2; and Mathematics - 9.1. He reflected an increase in all three.

Last night, Ed came to class. He seemed quieter, withdrawn. He often looked away from Mr. Jerry Peters, the ABE teacher. Jerry noticed the difference in Ed's behavior and walked over to him and asked, "You look as if something is bothering you."

"Nothing is wrong," said Ed, "But I'll never get that raise."

After Jerry talked with him for some time, he discovered that Ed had taken the test the week before. Ed had shown him the paper with the test scores on it. They were:

Test I - The Writing Skills Test	38
Test II - The Social Studies Test	51
Test III - The Science Test	49
Test IV - The Reading Skills Test	48
Test V - The Mathematics Test	36
TOTAL	222

Jerry knew that Ed missed satisfactory completion by three points. Ed then said: "What should I do now? I have to pass that test within the next two weeks to get the raise."

WHAT WOULD YOU TELL ED?

Appendix L

AE-3
(Complete in triplicate)
(1) Division of Adult Education
(1) Superintendent
(1) Teacher

Division of Adult Education
State Department of Education
Frankfort, Kentucky 40601

ADULT EDUCATION
MONTHLY REPORT

DISTRICT__________________________SCHOOL____________________MONTH____________,19___

Name of Course______________________________Schedule of Classes____________________
(Day of week, hour of day

Enrollment Beginning Month______________

New Enrollment This Month____________

Completions & Separations This Month____________

Enrollment End of Month______________

Date of Class Session	Number Present	Hours Per Class	Date of Class Session	Number Present	Hours Per Class
Total			Total		
			GRAND TOTAL		

Total Number Hours Taught this Month__________

Signature of Employee

Approved by

Signature of Superintendent

KDE-RCC Approved
457-279

Appendix M

Social Studies

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______

Math

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______

Reading Skills

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______

Name ______________________ Date ________ Form ________

	Raw Score	Conversion Score
Writing Skills		
Social Studies		
Science		
Reading		
Math		

Total Pts. ________ ÷ 5 = ________ Average

Instructions:

Read each question carefully, then place the number of the correct answer in the blank provided.

Examples: 1. 3
2. 4
3. 1

If you want to change an answer, erase or mark through your first response then place the new number in the blank.

Examples: 1. ~~1~~ 5
2. ~~4~~ 1

Science

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______

Writing Skills

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______
21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______
36. ______
37. ______
38. ______
39. ______
40. ______

Appendix N

Math

1. 3
2. 3
3. 2
4. 2
5. 4
6. 5
7. 4
8. 2
9. 4
10. 1
11. 2
12. 4
13. 5
14. 3
15. 4
16. 5
17. 1
18. 4
19. 2
20. 1
21. 3
22. 4
23. 2
24. 3
25. 2

FORM A

Science

1. 4
2. 1
3. 4
4. 1
5. 3
6. 2
7. 5
8. 2
9. 3
10. 5
11. 4
12. 3
13. 5
14. 5
15. 1
16. 5
17. 5
18. 4
19. 5
20. 2
21. 2
22. 3
23. 3
24. 1
25. 4
26. 4
27. 3
28. 2
29. 5
30. 3

Social Studies

1. 4
2. 2
3. 3
4. 5
5. 3
6. 1
7. 4
8. 3
9. 2
10. 5
11. 4
12. 1
13. 5
14. 4
15. 1
16. 2
17. 4
18. 2
19. 3
20. 1
21. 2
22. 5
23. 5
24. 3
25. 1
26. 2
27. 4
28. 1
29. 5
30. 1

FORM A

Writing Skills

1. 4
2. 1
3. 5
4. 3
5. 5
6. 2
7. 2
8. 2
9. 1
10. 4
11. 4
12. 4
13. 3
14. 2
15. 1
16. 5
17. 4
18. 5
19. 3
20. 2
21. 1
22. 3
23. 2
24. 4
25. 1
26. 5
27. 3
28. 2
29. 3
30. 4
31. 3
32. 4
33. 5
34. 1
35. 2
36. 5
37. 5
38. 1
39. 1
40. 3

Reading Skil

1. [illegible]
2. 2
3. 4
4. 3
5. 2
6. 1
7. 4
8. [illegible]
9. 4
10. 1
11. 4
12. 3
13. 2
14. [illegible]
15. 1
16. 2
17. 1
18. 5
19. 2
20. 3

Science

1. 5
2. 2
3. 4
4. 2
5. 5
6. 1
7. 3
8. 1
9. 3
10. 3
11. 2
12. 4
13. 1
14. 2
15. 4
16. 5
17. 3
18. 1
19. 1
20. 3
21. 2
22. 4
23. 2
24. 5
25. 2
26. 1
27. 5
28. 4
29. 1
30. 3

FORM B

Social Studies

1. 4
2. 2
3. 1
4. 1
5. 3
6. 3
7. 2
8. 3
9. 1
10. 2
11. 3
12. 4
13. 1
14. 2
15. 5
16. 5
17. 3
18. 5
19. 4
20. 4
21. 1
22. 2
23. 2
24. 2
25. 1
26. 4
27. 4
28. 2
29. 5
30. 4

Appendix O

Writing Skills

1. 2
2. 3
3. 1
4. 5
5. 4
6. 2
7. 1
8. 4
9 3
10. 5
11. 2
12. 1
13. 5
14. 3
15. 4
16. 2
17. 3
18. 2
19. 1
20. 5
21. 4
22. 5
23. 3
24. 1
25. 4
26. 1
27. 4
28. 3
29. 2
30. 1
31. 4
32. 5
33. 3
34. 2
35. 1
36. 3
37. 4
38. 5
39. 5
40. 2

FORM B

Reading Skills

1. 4
2. 2
3. 1
4. 3
5. 2
6. 4
7. 5
8. 5
9. 5
10. 4
11. 3
12. 1
13. 4
14. 3
15. 5
16. 1
17. 5
18. 3
19. 1
20. 1

Math

1. 3
2. 3
3. 2
4. 2
5. 4
6. 5
7. 4
8. 2
9. 4
10. 1
11. 2
12. 4
13. 5
14. 3
15. 4
16. 5
17. 1
18. 4
19. 2
20. 1
21. 3
22. 4
23. 2
24. 3
25. 2

DANTES
Representative Transcripts
P. O. Box 2879
Princeton, New Jersey 08541

Dear Sir: Date________________________________

Please send a copy of my GED test scores to:

____

____

____

Full Name (Print) ________________________________

Branch of Service________________________________

Social Security Number________________________________

Military Serial Number (If different from Social Security Number)

____

Year GED test was taken________________________________

Location of Testing Center________________________________

I understand that by signing this request, I waive any claim to confidentiality of these records in terms of release to the above mentioned agency.

____
Signature of Requester

TOLL FREE NUMBER - 800-257-9484

KENTUCKY POVERTY LEVELS

COUNTY	NUMBER	%	COUNTY	NUMBER	%
ADAIR	4,282	28.5	KNOX	11,092	37.1
ALLEN	2,886	20.7	LARUE	2,664	22.5
ANDERSON	1,164	9.3	LAUREL	8,159	21.1
BALLARD	1,284	14.8	LAWRENCE	4,178	29.9
BARREN	5,912	17.7	LEE	2,553	33.4
BATH	2,797	28.3	LESLIE	5,077	34.1
BELL	10,345	30.5	LETCHER	8,381	27.4
BOONE	3,085	6.8	LEWIS	4,494	31.2
BOURBON	3,766	19.6	LINCOLN	5,271	27.9
BOYD	7,377	13.5	LIVINGSTON	1,345	14.7
BOYLE	3,859	16.3	LOGAN	3,878	16.2
BRACKEN	1,375	17.9	LYON	748	13.5
BREATHITT	5,962	36.0	MCCRACKEN	7,787	12.9
BRECKINRIDGE	3,834	22.9	MCCREARY	6,143	39.5
BULLITT	4,292	9.9	MCLEAN	1,518	15.2
BUTLER	2,253	20.8	MADISON	9,660	21.1
CALDWELL	1,621	12.2	MAGOFFIN	4,707	35.0
CALLOWAY	4,082	15.3	MARION	4,080	23.0
CAMPBELL	8,029	9.8	MARSHALL	2,489	9.8
CARLISLE	861	15.7	MARTIN	3,743	27.0
CARROLL	1,627	17.8	MASON	3,474	19.8
CARTER	6,394	25.9	MEADE	3,101	13.6
CASEY	5,309	35.9	MENIFEE	1,460	28.9
CHRISTIAN	11,676	20.2	MERCER	3,145	16.7
CLARK	4,532	16.2	METCALFE	2,888	30.8
CLAY	9,578	42.4	MONROE	3,550	29.1
CLINTON	3,671	39.4	MONTGOMERY	4,316	21.7
CRITTENDEN	1,576	17.3	MORGAN	4,391	36.7
CUMBERLAND	2,204	30.6	MUHLENBERG	4,791	15.0
DAVIESS	10,518	12.5	NELSON	4,581	16.8
EDMONSON	2,214	22.6	NICHOLAS	1,490	21.0
ELLIOTT	2,230	32.3	OHIO	3,660	17.1
ESTILL	4,032	28.1	OLDHAM	1,631	6.5
FAYETTE	26,001	13.5	OWEN	2,049	23.2
FLEMING	2,904	23.9	OWSLEY	2,755	48.3
FLOYD	10,831	22.3	PENDLETON	1,875	17.3
FRANKLIN	4,268	10.6	PERRY	8,154	24.3
FULTON	2,402	27.1	PIKE	15,642	19.4
GALLATIN	858	17.7	POWELL	2,808	25.6
GARRARD	2,338	21.7	PULASKI	10,006	22.3
GRANT	1,708	13.1	ROBERTSON	555	24.5
GRAVES	4,652	13.9	ROCKCASTLE	4,611	33.1
GRAYSON	4,770	23.1	ROWAN	3,515	21.8
GREEN	2,642	24.3	RUSSELL	4,403	32.4
GREENUP	5,096	13.1	SCOTT	2,925	14.1

COUNTY	NUMBER	%
HANCOCK	1,113	14.6
HARDIN	11,012	15.1
HARLAN	10,730	25.8
HARRISON	2,884	19.3
HART	4,323	28.2
HENDERSON	4,418	11.0
HENRY	2,538	20.0
HICKMAN	1,075	18.0
HOPKINS	6,606	14.5
JACKSON	4,695	39.2
JEFFERSON	82,243	12.2
JESSAMINE	3,642	14.7
JOHNSON	5,507	22.9
KENTON	13,728	10.1
KNOTT	5.437	30.9
SHELBY	3,373	14.8
SIMPSON	2,401	16.5
SPENCER	1,081	18.2
TAYLOR	3,886	18.8
TODD	2,323	19.8
TRIGG	1,602	17.3
TRIMBLE	819	13.2
UNION	3,907	22.2
WARREN	10,145	15.3
WASHINGTON	2,446	23.2
WAYNE	5,897	35.1
WEBSTER	2,618	17.9
WHITLEY	8,600	26.6
WOLFE	2,317	34.9
WOODFORD	2,014	11.6

Statistics compiled from: The 1980 Census of Kentucky
Vol. II: Detailed Social, Economic Characteristics
November 1982

DIAGNOSING LEARNING PROBLEMS

1. Use test like Dolch Word List or the Slosson Oral Reading Test to determine whether or not the student can use sustained sight while reading. Can also be used to place student in materials two years below frustration level.

2. Ask student to write the alphabet. Either print or cursive is allowable. If student cannot write, you may write it for him/her. Look for tendencies to write backwards or upside down. Backward motions are also important. Provides clues to vision, disgraphia.

3. Ask student to write birthday (month,day,year). This measures sequence.

4. Write the days of the week. Reflects possible difficulty with sequence and chronology. Look for support such as counting finers, going back to first day to pick up order. Poor spelling may reflect auditory dyslexia, especially if incorrect phonetic spelling is indicated, i.e. (Munday, Toosday, Winsday.)

5. Write the months of the year. Provide start with January. Dyslexics often include seasons, Christmas, or other holidays as months. Allow abbreviations. Measures ability to sequence and arrange in chronological order.

6. Use a PERC list, or other list of words that sound alike, such as Pig, Peg, All, Oil, to determine if student can write the words that are spoken. Used to measure hearing discrimination. Also in margins, left to right directionality.

7. Ask student to copy a square, circle, triangle, three times. Watch for distorted shapes, corners not closed, or "ears" on corners indicating problems with fine motor control.

8. Dictate the following letters, ask student to write down exactly what is said. Look for disgraphia tendencies, accuracy in hearing.

   b, e, g　　m f p l　　t z c b　　one twenty one

   f t j i h　　eighteen forty-five　　b v d p

9. Other tests such as the first letter students hears in a word, or last letter sound heard in a word. Indicates that student may not be able to handle the concept of phonics.

LEARNING DISABILITIES RESOURCES

Reading about Learning Disabilities, a bibliography containing a description of books. Write - Closer Look, Box 1492, Washington, D.C. 20013.

Youth and Adult Section, Association for Children and Adults with Learning Disabilities (ACLD), 4156 Library Road, Pittsburgh, Pennsylvania 15234. Phone (412) 341-1515. Can provide identification of groups and state organizations concerned with learning disabilities.

Time Out to Enjoy, Inc., 113 Garfield Street, Oak Park, Illinois 60304. This organization helps learning disabled adults develop self-help groups.

Steps to Independence for People with Learning Disabilities, by Dale Brown, available from Closer Look, Box 1492, Washington, D.C. 20013. A pamphlet written for learning disabled people who seek independence. For parents who will help along the way and for professionals and others who want to lend a hand.

Locating and Correcting Reading Difficulties, Eldon E. Ekwall, 2nd edition, 1977, published by Charles E. Merrill Publishing Company, A Bell and Howell Company, Columbus, Ohio 43216. Contains methods of diagnosis and remediation for reading problems.

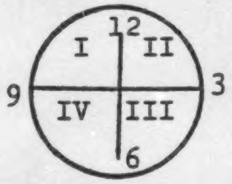
Dyslexia in the Classroom, Dale R. Jordan, 2nd edition, 1977, Charles E. Merrill Publishing Company, A Bell and Howell Company, Columbus, Ohio 43216. Provides a clear instruction for diagnosing dyslexia (learning difficulties), presents clear examples of dysgraphia (writing difficulties), and contains concise screening tests for oral reading, written, and binocular control for sustained reading and handwriting.

"Learning Disability: Not Just a Problem Children Outgrow" a free pamphlet containing testimonials by learning disabled adults, describes the Association of Learning Disabled Adults, and lists resources for disabled people. Extremely useful for a learning disabled adult looking for someone to turn to for help. Write the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

"Learning Disabilities Training Module for Teaching Persons with Special Reading Problems" an in-service training module for tutor workshops. A 2 hour course in teaching reading to adults. Helpful in learning how to teach reading for the uninformed, and for involving students who can read. Write Literacy Volunteers of America, Inc., Midtown Plaza, 6th Floor, 700 E. Water Street, Syracuse, New York 13210.

TEST-TAKING TIPS FOR GED CANDIDATES

1. Take at least one practice test under timed conditions.
    a. Learn to manage time.
    b. Get used to the stress of a "speed" condition.
    c. Practice "test attack skills".
2. Read questions before reading written passages
    a. Prepares reader for key phrases
    b. Saves time
    c. Improves scores
3. Practice skipping questions you are certain you cannot answer.
    a. Improves score
    b. Allows more efficient use of time
    c. Helps when "guessing" is necessary
4. Scientific guessing procedures
    a. Count totals of answers in A, B, C, D. E, columns
    b. Divide guesses between the lower number of A's, B's, etc.
    c. If clock, with a second hand, is available, divided clock face into the following:



Let Section I represent A, Section II-B, Section III-C, Section IV-D. Put that guessed answer in blanks when you look at clock.

5. Practice relaxing exercises before tests; i.e., imagine that your body is filled with dry fine sand, imagine it draining out of you as you practice deep breaths.

BIBLIOGRAPHIC REFERENCES

Brown, Leroy Ph.D., (1966). READING. Mobile, Alabama: Mobile County Public Schools & University of Alabama (Adult Education Act).

Colvin, R.J., & Root, J.H. Ph.D., (1972). READ-Reading Evaluation Adult Diagnosis: A Test for Assessing Adult Student Reading Needs and Progress. Syracuse, N.Y.: Literacy Volunteers of America Inc.

Colvin, R.J., & Root, J.H. Ph.D., (1972). TUTOR-Techniques Used in the Teaching of Reading. Syracuse N.Y.: Literacy Volunteers if America Inc.

Draves, Bill, (1980). Teaching Free: An Introduction to Adult Learning for Part Time, Independent, and Volunteer Teachers. Manhattan, Kansas: The Free University Network.

Draves, W. A. (1984). How to Teach Adults. Manhattan, Kansas: Learning Resources Network.

Ekwall, E.E., (1970). Locating and Correcting Reading Difficulties. Columbus, Ohio: Charles E. Merrill Publishing Company.

Flesch, R. (1981). Why Johnny Still Can't Read. New York: Harper & Row.

Grabowski, Stanley, (1976). Training Teachers of Adults: Models and Innovative Programs. Syracuse, N. Y.: Syracuse University Publications in Continuing Education.

Grotelueschen, A. D., Gooler,D. D., & Knox, A. B., (1976). Evaluation in Adult Basic Education: How and Why. Danville, Illinois: The Interstate Printers & Publishers, Inc.

Haendle, C., (1976). Organizational Management Handbook. Syracuse N.Y.: Literacy Volunteers of America Inc.

How to Operate an Individualized Learning Center, (1979). Cleveland, Ohio: Division of Continuing Adult Education, Cleveland Public Schools.

Hunter, C. St. J., Harman, D. (1979). Adult Illiteracy in the United States. New York: McGraw-Hill Book Company.

Ilsley, P. J. & Niemi, J. A., (1981). Recruiting and Training Volunteers. New York: McGraw-Hill, Inc.

Jordan, D. R. (1977). Dyslexia in the Classroom, Columbus, Ohio: Charles E. Merrill Publishing Company.

Kidd, J. R. (1973). How Adults Learn. New York: Association Press.

Kelvins, C. & Easley, E. M. (Eds.). (1982). Materials and Methods in Adult and Continuing Education. Canoga Park, California: Klevens Publications Incorporated.

Kennedy, K., & Roeder S., (1975). Using Language Experience with Adults: A Guide for Teachers. Syracuse N.Y.: New Readers Press.

Knox, A. B., (1977). Adult Development and Learning. San Francisco: Jossey-Bass Publishers.

Langerman, P. D. (Ed.). (1974). You Can be a Successful Teacher of Adults. Washington D.C.: National Association for Public Continuing and Adult Education.

Literacy Volunteers of America Inc., (1975). Learning Disabilities Training Module for Teaching Persons with Special Reading Problems. Syracuse N.Y.: Literacy Volunteers of America Inc.

McKallip, J., (1975). Workshop Leaders Handbook. Syracuse N.Y.: Literacy Volunteers of America Inc.

McNinch, G.H., (1972). Questions and Answers in Adult Basic Education. University of Southern Mississippi: Office of Education,Department of Health, Education, and Welfare.

Mocker D.W., (July 1974). A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers. Kansas City, Missouri: University of Missouri, Kansas City School of Education.

Morrison, M.L., A Handbook for Adult Basic Education. Sponsors: Alabama State Department of Education, Southern Region Education Board, Alabama State University.

National Advisory Council On Adult Education, (November 1980). A History of the Adult Education Act. Washington D.C.: Adult Education Act and Federal Advisory Committee Act

Newman, A.P., & Parer M.S., (January 1977). Literacy Instructor Training: A Handbook for Literacy Instructors. Bloomington, Indiana: Indiana University School of Education.

Pagano, J. & Hoffman, H., (October 1971). ABE Staff Training. Washington D.C.: The Adult Education Association of the U.S.A.

Patience, W. M. & Whitney, D. R. (July 1982). What do the GED tests measure? Washington D.C.: American Council on Education

Peebles, J.D., (July 1974). *Missouri Survey of Adult Basic Education Teachers By Specified Program Settings*. Kansas City, Missouri: University of Missouri, Kansas City School of Education, U.S. Office of Education, Department of Health, Education, and Welfare.

Rice, G., (1981). *Preparing Your Own Adult Basic Education Reading Materials*. Chicago Illinois: Follett Publishing Company.

Robinson, R. D., (1979). *An Introduction to Helping Adults Learn and Change.* Milwaukee, Wisconsin: Omnibook Co.

Rossman, M. H., Fish, E.C., & Roehl, J. E. (1984). *Teaching and learning basic skills*. *A guide for adult basic educatio;n and developmental education programs*. New York: Teachers College Press, Columbia University.

Rouche, J.E., & Snow J.J., (1977). *Overcoming Learning Problems: A Guide to Developmental Education in College*. San Francisco, California: Jossey-Bass Publishers Inc.

Individualizing Instruction for the Adult Learner, Coordinator's Manual, (1974). Oregon Division of Continuing Education, revised by Kentucky Adult Education Advisory Committee.

The 1980 Census of Kentucky, Vol.II: Detailed Social, Economic Charcteristics. Urban Studies Center, University of Louisville.

Ulmer, Curtis, (1969). *Teaching the Disadvantaged Adult*, (1969). Washington, d. c.: National Association for Public School Adult Education.

Wiig, E. H. & Semel, E. M. (1980). *Language Assessment and Intervention for the Learning Disabled*. Columbus, Ohio: Charles E. Merrill Publishing Company.